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ABSTRACT

The mobile lifestyle and fragmented education of migrant secondary students creates a need for innovative solutions that will enable them to graduate from high school. This handbook was developed to assist Texas school district operations and state and interstate educators in the coordination and delivery of instructional and support services for migrant students following federal legislative guidelines and mandates. An overview of the Migrant Education Program describes the unique needs of migrant students and seven areas of focus for migrant services. Subsequent sections of the manual cover: (1) counseling and guidance services, counselor responsibilities, basic and supplemental services, a planning guide, and sample forms; (2) planning for postsecondary education and a successful career; (3) Texas graduation requirements and alternatives; (4) credit options available to migrant secondary students; (5) student leadership programs; (6) late entry and early withdrawal alternatives; (7) English language acquisition strategies and activities; (8) student personal development of self-esteem, coping, decision making, and problem solving; and (9) recovery programs, including high school equivalency programs, dropout prevention programs for teen parents, Job Corps, Job Training Partnership Act (JTPA), and adult basic education. A list of print and video resources and programs is included. (SAS)

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Graduation Enhancement for Migrant Students

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First Edition

Graduation Enhancement for Migrant Students

G E M S



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Preface

Migrant secondary students face significant odds in graduating from high school due to lack of credit accrual. Their mobile lifestyle creates a need for innovative solutions to address what is generally perceived as a fragmentation in their education, thus making it very difficult to accumulate credit and graduate on time, if at all. Migrant students typically bring a particular set of characteristics to the school site which requires schools to search for creative, flexible, and new approaches which best meet the needs of migratory children.

Understanding the migrant lifestyle and being sensitive to the inherent problems students face is a responsibility we all must accept as public educators. Like all students, migrant students acquire a self-esteem as they have direct contact with people. The picture they formulate of themselves will greatly determine their success or failure in school and in life.

Purpose

The **Graduation Enhancement for Migrant Students (GEMS)** handbook was developed to assist in the coordination and delivery of instructional and support services for migratory students.

Under Public Law 103-382, Improving America's School Act of 1994, Title I-Part C (Education of Migratory Children) a framework is clearly outlined for state and local education agencies to examine their migrant programs. This framework supports the basic understanding that the local education agency is responsible for using federal funds as a supplement to state and local funds to improve educational opportunities for migrant students which will enable them to meet the state's challenging content and performance standards.

This publication is intended to facilitate communication within the district operations, state, and interstate exchange and serves as a quick reference on a variety of subjects. The provisions and information set forth in this publication are intended to be informational and not contractual in nature.



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Migrant Program Overview

Migrant Program Overview

Definition

The term "migratory child" means a child who is, or whose parent, or spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such a parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.

Unique Needs Of Migrant Students

Districts, based on state and local needs assessments, are required to design programs for migrant students that will lead to higher graduation rates. In order to meet the state standards of the Academic Excellence Indicator System (AEIS), schools need to make systematic changes that address unique migrant needs which include:

- the availability of courses needed for graduation to accommodate late entry/early withdrawal;
- credit consolidation for partial credits/incomplete coursework;
- dropout recovery activities including GED and ABE intervention through non-district agencies such as community colleges and private non-profit organizations;
- intrastate and interstate coordination with teachers, counselors and registrars;
- adequate opportunities to participate in extracurricular activities such as sports, student organizations, and leadership conferences;
- TAAS administration out-of-state or elsewhere in Texas due to early withdrawal from home district;
- GED options and other alternative educational strategies to accommodate the economic reality of having to leave school to support the family;
- completion coursework by correspondence or distance learning, such as through The University of Texas Migrant Program or Project SMART.

Seven Areas of Focus

The purpose of Title-I-Part C, Migrant Education Program (MEP), is to assist states to support educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves; ensure that students are provided with appropriate educational services; and ensure that they have the opportunity to meet the same challenging state content and student performance standards that all children are expected to meet. Migrant funded districts must meet the special needs of migrant children through the **Migrant Education Program's Seven Areas of Focus** which include: 1. Migrant Services Coordination 2. Early Childhood Education 3. New Generation System for Migrant Student Record Transfer 4. Parental Empowerment 5. Identification and Recruitment 6. Graduation Enhancement 7. Secondary Credit Exchange and Accrual (for grades 9-12).

Of the seven main areas of migrant services, four areas become of extreme importance when addressing students needs at the secondary level. These areas include:

- **Migrant Services Coordination**

This area of focus is required at all grade levels and seeks to ensure that migrant students and their families have their needs met and are able to access all services for which they are eligible from entry in the MEP's Early Childhood Program for three year olds through graduation from high school or the obtaining of a General Education Diploma (GED).

- **Graduation Enhancement**

Districts, based on state and local needs assessments, are required to design programs for migrant students that will lead to higher graduation rates. In order to meet the state standards of the Academic Excellence Indicator System (AEIS), schools need to make systematic changes that address unique migrant needs.

- **Secondary Credit Exchange and Accrual (grades 9-12)**

Districts having schoolwide programs are required to report secondary credit data to the agency's system for migrant student record transfer in order to document courses taken and those recommended. Districts are also responsible for partial and complete credits awarded by schools for work completed during the enrollment period in each school. For coursework undertaken elsewhere, districts are required to consult with the respective schools or with the Texas Migrant Interstate Program (800/292-7006) in order to clear up incomplete courses or grades.

- **New Generation System (NGS) for Migrant Student Record Transfer**

As part of the Texas Education Agency's consolidated state plan for Title I, the MEP is requiring migrant-funded districts to continue to report migrant student enrollments and academic and health updates to the agency's system for transferring migrant student records. Through use of an innovative data transfer system called New Generation System, districts may access information throughout the United States

and record the progress of migrant students through the educational process. The NGS provides the benefits of dynamic, interactive communication between states providing educational services to migrant students. Developed using the latest technology available, NGS has been developed to assist in meeting the complex needs of educators and health professionals serving migrant students.

Counseling and Guidance

Counseling and Guidance

Introduction

Districts are responsible for providing the same guidance services to migrant students as those provided to any other student. Districts receiving migrant funds are responsible for providing supplemental guidance services to migrant students. Supplemental services are those services that are above and beyond the guidance services received by the total school population. If the guidance service is necessary for all students (e.g. scheduling) it is not supplemental. Supplemental services (e.g. secondary credit accrual) although of a great benefit to any student, might not be provided to the total school population.

Counseling services for migrant students are in addition to those provided by the foundation program to all students.

Counselor Duties and Responsibilities

Counselors need to have access to all types of information and demonstrate certain skills if they are to successfully serve migrant students. The information a counselor needs to effectively serve a migrant student goes beyond the facts and data contained in the school's permanent records. Some examples of helpful information are: familiarity with the history and continuous development of migrant education, patterns of migration, a clear understanding of cultural and economic differences and how they are intricately woven into the culture.

The generic counseling skills of empathy, unconditional positive regard, and genuineness are a necessity. In addition, counselors need to demonstrate a genuine interest in the student's well being, to initiate contact for both formal and informal reasons, to be an active liaison between migrant students and school administrators, and to be an advocate for migrant educational services. By modeling some of the aforementioned roles, the counselors can facilitate the counseling process and provide migrant students with a much needed service.

A school setting that is primarily composed of migratory students must address itself to a very mobile population. Some of the problems this population has are: early departure and late entry into the district, loss of academic credits caused by the family's need to relocate in search of work, and an education that is constantly being interrupted.

Counseling Services

As counselors begin to work with migrant students, understanding those services unique to them is critical.

Uniqueness of Counseling Services

Basic Service (All Students)	Supplemental (Unique to Migrant Students)
• Group Counseling • Individual Counseling • Public Relations • Parental Involvement • Classroom Activities • Consultation Services • Tutorial Activities • All activities under <u>Additional Services</u> in this selection.	• Secondary Credit Exchange • Identification of Students • Tutorial Activities (specific to migrant student needs) • Dissemination of Information • Early Withdrawal / Late Entry Policy Implementation • Activities required by areas of Focus related to secondary migrant students • Utilization of NGS

Basic Services

These activities are provided to migrant students as part of the foundation program for all students.

- **Individual Counseling**

One to one sessions with migrant students may be held for informal contact or to follow-up on specific problems such as academics, personal problems, etc. The counselor may conduct counseling sessions to determine students' needs and assist them in solving their problems by:

- (a) referrals to appropriate programs or services available;
- (b) additional counseling in the perceived areas of need.

- **Public Relations**

The counselors may contact local radio stations and/or newspapers to keep the community abreast of all functions.

- **Parental Involvement**

The counselors may attend Parent Advisory Council meetings and provide parents with information on topics that may be relevant to their needs. Parents need to be informed on school policies and the effect of those policies on the students.

- **Group Counseling**

Small group counseling sessions of approximately three to eight students may be held to deal with such topics as values clarification, improvement of study habits, etc.

- **Classroom Activities**

The counselors may visit classrooms with a majority of migrant students to become familiar with their needs and concerns, to disseminate pertinent migrant program information, update of special course availability for migrants and to provide social awareness through counseling activities.

- **Consultation Services**

The counselors may conduct counseling sessions with teachers of migrant students to:

- (a) bring awareness of problems that migrant students face: (academic, personal, vocational);
- (b) discuss the migrant counseling and tutorial services available for eligible students;
- (c) discuss the administration and grading of final examinations for migrant students who withdraw early;
- (d) discuss students' status and design a plan to allow students to work towards credit.

Supplemental Services

These services are unique to the migrant student and therefore supplemental in nature.

- **Secondary Credit Exchange**

The counselors are responsible to see that students complete credits at the end of each semester. The withdrawal grades and recommended schedule for each student must be forwarded to the destination of the student.

- **Identification of Students**

The counselors have the responsibility to assist in the recruitment and identification of migrant students according to program guidelines. They also assist in updating rosters of the changing status of migrant students.

- **Tutorial Activities**

The counselors may help migrant students to assess their tutorial needs and determine placement in tutorial activities that would best serve their needs. The organization, implementation and recordkeeping may be part of this activity.

- **Referral and Community Resources**

The counselors can be most helpful to migrant students by knowing what community resources are available to migrant families and by finding out how these resources can be fully utilized.

- **Dissemination of Information**

The counselors may gather information in many areas of interest for students' emotional development, responsible behavior, availability of jobs, etc., and see that students have access to the information.

- **Early Withdrawal/Late Entry Policy**

The counselors will work with school administrators in the organization, implementation and maintenance of a general migrant program early withdrawal and late entry policy. Meetings with parents, students and teachers are recommended and necessary for cooperation and coordination of efforts.

- **Seven Areas of Focus of the Migrant Program**

The counselors need to be thoroughly familiar with the Seven Areas of Focus of the Migrant Program and which activities are specifically required for secondary students.

- **New Generation System (NGS)**

The counselors need to be thoroughly familiar with the utilization of NGS as it pertains to student needs.

Additional Services

In meeting the needs of migrant students counselors perform other services in addition to the Supplemental and Basic Services. These include:

- updating credit accrual and checking withdrawal forms for credits or partial credits awarded while attending a regular school program;
- facilitating and assisting the Career Education counselor with activities in the vocational, social, and academic domains as those activities are related to the needs of migrant students;
- informing teachers of credit accrual to determine proper course selection;
- assisting with preregistration, orientation on graduation requirements, and registration activities as related to the migrant student's academic and career education needs;
- assisting the Career Education counselor in providing job opportunities for migrant students completing Career Education courses;
- assisting the counselors at "feeder" schools to explain vocational programs to prospective migrant vocational students;
- setting up activities to disseminate information on migrant programs with emphasis on graduation requirements and school board policies as stated in the student handbook;
- communicating effectively through oral or written language with administrators, faculty, students, and the community;
- evaluating testing information as related to the migrant students' needs, such as academic and occupational;
- organizing and facilitating individual and group counseling sessions;
- interviewing and screening migrant students for migrant scholarships and awards;
- planning field trips, organizing assemblies, scheduling career speakers, and college representatives;
- writing letters of recommendation for scholarships, employment, and migrant college applicants;

- providing information on the different types of financial aid available and helping fill out financial aid forms;
- interviewing and/or supervising tutors or peer tutors for employment in the migrant tutoring program;
- presenting guidance information to groups or classes in an effective manner;
- utilizing a variety of methods to communicate current resource information to parents, staff, and students;
- assisting the administrative staff with duties and functions requiring a cooperative effort between administration and counseling department;
- providing innovative ideas and techniques by reading professional materials, participating regularly in workshops, and belonging to professional groups;
- collecting data and maintaining student records;

Counseling and Planning Guide

● Needs Assessment

A prerequisite to any guidance/counseling program is a needs assessment. A major purpose for conducting a needs assessment is to compare actual performance of migrant students with the district's goals. Assessing needs is the process of moving from where you are to where you want to be. This provides a valid starting point for educational improvement. Although documented needs are emphasized, perceived needs are an integral part of identified problems. Based on need, priorities are determined accordingly.

A counselor has a wealth of information available that can facilitate the counseling planning process. Three resources are:

- The information in the district's proposal and/or District's Improvement Plan;
- Records that the district has maintained on migrant children;
- New Generation System.

In addition to these resources, the counselor can survey all eligible migrant children to determine if any changes are necessary in the proposal. The counselor can survey the characteristics, needs, concerns, and special problems the students may be experiencing. The counselor can take into consideration the following:

- Intellectual, achievement and academic performance test results, current classroom placement, participation in supplementary activities (reading, math, tutorial programs) and extracurricular activities. Counselors need to focus on secondary migrant students because of their high attrition rate;

- Physical - Clothing, dental and overall health problems that merit attention and possible modification;
- Psychological - Special behavioral problems that merit attention and possible modification;
- Cultural - Values, attitudes, migration patterns, and their impact on school attendance;
- Parental - Influence, support, and participation in student's academic achievement;
- Socio-economic - Poor housing standards, transient movement in search of employment and economic disadvantage.

A comprehensive needs assessment must include the needs and concerns of the student. Some sources to consider when assessing students' needs are:

- Grades on transcript;
- Scores, percentiles, or any achievement test instruments used by local school districts;
- Texas Assessment of Academic Skills;
- Language assessment- level of language proficiency for placement. (Refer to district language testing program or to the list of state approved language tests.)

• Testing

Testing information is also crucial in providing appropriate services to migrant students. Good test data can tell a great deal about the academic strengths and weaknesses of students. Recognizing that tests vary tremendously, they can be used to identify, to determine priorities, and to plan accordingly. Even though some special program requirements call for placement by test results, it is not always recommended that these results be used as a sole criteria in determining the needs of migrant students. Testing is an important facet of an educational program, but many times other criteria should be considered, such as teacher recommendations, academic progress, grades, instructional level and a student's interests and educational goals.

The following questions can be very useful in addressing the district's testing program:

- What kinds of tests are used?
- How are the scores interpreted; according to grade equivalents, normal curve equivalents, or percentiles?
- Does the test instrument allow for functional level testing? (Out of level testing)
- Is a practice test included?
- Does the test make any allowances for Limited English Proficient (LEP) students?
- Does the test allow the use of a second language for giving the directions?
- Which abilities does the test assess?
- Does the test give equal weight to various types of abilities, and is this equality reflected in the scoring system?
- How free from the most obvious kinds of culture bias does the test appear to be?
- How will the results be utilized?

Another important aspect of testing is preparation of students. It is important that students anticipate the tests with interest rather than anxiety. They should realize that they are taking an achievement test that will yield information about the skills they need to learn, as well as the skills they have already mastered. The counselor needs to assist the examiners in preparing students for testing and establishing a relaxed atmosphere by suggesting the following:

- Point out that some items are more difficult than others, and some material may be new to them;
- Reassure students that they will be given ample time to do their best;
- Emphasize that the test requires no special preparation and that the test will not affect their school grades;
- Encourage students to do their best and convey to them the importance of tests.

The counselor needs to ensure that all examiners are well prepared. Examiners must become thoroughly familiar with the testing schedule, the test content, and the directions for administration. The following guidelines and procedures are suggested to help plan and conduct the testing sessions:

- Become familiar with the test content by taking the test and rehearsing its administration;
- Have all materials assembled for a quick distribution;
- Follow the specific directions for administering each test, by being precise;
- Allow time for questions before beginning the testing session;
- Make sure all students understand what they are to do before beginning;
- Monitor the students to be sure each student is marking the answers properly;
- Observe the time limits for those tests that are timed;
- Do not allow students to work longer than the specific time.

● Test Taking Skills

Coordination between teachers and counselors is essential to enhance the test performance of all students. Teachers play an important role in teaching test-taking skills. Some skills that need to be emphasized are:

- Provide students with practice tests to familiarize them with the test format and give them experience in marking their answers properly;
- Emphasize the importance of following directions throughout the school year;
- Provide for skimming and scanning skills, training students to look for key words;
- Train students to use time wisely since many sections have time limits. Students should be encouraged to make their most careful choice for each item and then to go on;
- Encourage students to attempt all items, even those with content that is unfamiliar. Avoid using the term "guessing", as this may encourage random marking.

Administrators, counselors, and teachers must coordinate efforts to enhance the test performance of all students not only by preparing students but also by providing them with the best testing environment possible. Individual student needs should always be taken into consideration when administering tests, especially with unique students such as migrant students.

Samples To Assist Counselors With

- Orientation
- Policies & Procedures Developing
- Calendar of Activities
- Withdrawal Sample Forms

Orientation Procedures (Specific to Migrant Students)

I. Introduction

- Engage students in a discussion of where they migrate to and what crops they harvest;
- Discuss the unique contribution they make to society.

II. Late Entry / Early Withdrawal

- Discuss the many options available to make up work and credits.
- Develop forms to have students fill out informing you of withdrawal dates, destinations and return dates.
- Discuss the Texas Migrant Student Transfer Packet.

III. Transition

- Discuss procedures for withdrawing.
- Discuss procedures for entering school in receiving state.
- Give names of contact people of receiving state, if available.
- Give contacts of related services.

IV. Establish Relationships

- Make sure students leave your office assured they can come back to discuss problems they may encounter throughout the school year.

Orientation Procedures (General)

I. Introduction

Introduce yourself to the group and briefly highlight some of the topics you will be covering. An ice breaker would be appropriate before the orientation.

II. Graduation Requirements

- Review all graduation requirements, including the attendance ruling and TAAS.
- Review transcript. Discuss course levels, including honors and advanced placement programs.
- Discuss class rank and grade-point average, including the weighted system of honor and AP courses.

III. Schedule Change

Discuss the procedure for the dropping and changing of courses. Discuss the difference between a *drop change* and a *parallel change*.

IV. District/Campus Regulations

Discuss the different practices of the campus; such as dress code, tardy policies, tutoring, disciplinary procedures, etc. (The Student Handbook is a good resource.)

V. Extracurricular Activities

Encourage students to participate in co-curricular activities. Go over all events available and their requirements.

VI. Staff Roles

Go over personnel and a brief description of their roles. Emphasize the role of the counselors.

Policy Development

Pursuant to House Bill 75 which states that:

"Districts shall develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of this subsection." (§75.169 Award of Credit, Grades 9-12).

The migrant withdrawal policy would include the following:

1. Migrant students leaving after the 5th six weeks will be eligible for credit if they take exams and pass when they return in the fall.
2. Migrant students leaving on or after May 1st will be eligible to take early exams if they follow the procedure listed below:

A. Procedures

1. The migrant students must inform one of the counselors at least one week in advance of withdrawal.
2. The counselor will inform the teachers of the pending withdrawal of this student during the week prior to the withdrawal.
3. The parents should come to the counselor's office to verify the withdrawal as soon as possible. If not possible, the counselors will contact the parents by phone or have the community aide make a home visit.
4. A form will be completed documenting that the student has followed proper procedures.

B. Eligibility

1. For migrant students following the above procedures, the teacher will administer the final exam and use the week's average. Friday of each week is designated as test day. Each test should only be one class period in length.

The grades must be turned in to the counselor and recorded on the computer grade sheets at the end of the year. Teacher option: (a) Final exams can include all essential elements for the semester. If so, the teacher should work with that student before or after school or send the student to a tutor. (b) Final exams can cover only material covered up to the time when the student withdraws.

2. If the student fails to follow proper procedures, the teacher must leave in the office review sheets and exams for the student to take when he/she returns in the fall.

3. The student may take a validation letter with him/her when he/she leaves the district. The letter may be signed by a school official or employer before it is returned to the district. This letter is to be mailed back to the district's high school within ten (10) calendar days of withdrawal as proof of migration.

Policies & Procedures for Late Entry/Early Withdrawal

Many migrant students depart as early as April and return as late as November. With this transitory movement in mind, some school districts have designed a late entry and early withdrawal policy that would meet the needs of their migrant students. School districts without a written policy are encouraged to formulate one. The following is an example of a modified plan.

- A migrant student's grade should begin on the day of official enrollment without penalty. Migrant students entering late may contract with the teacher for make-up work and/or go to tutoring. In order to get credit, migrant students must have a 2nd six weeks grade, 3rd six weeks grade, and semester exam grade.
- Students leaving the district before the cut-off date would need to attend school elsewhere. Grades and attendance would be required by the home base school to determine credits.
- Students leaving the district after the cut-off date would receive withdrawal grades and a letter of verification.
- A school official or employer at the receiving state would sign the letter to verify the student's migration. If it was returned within ten (10) days to the home base school, the migrant student would have his withdrawal grades finalized as semester grades or take semester exams upon returning in the fall.
- Students should not be penalized for late entry and/or early withdrawal if verification is received by the home base school.

Each school district should implement a policy to meet the needs of their migrant students.

Suggested Academic/Affective Yearly Calendar (Fall)

August	September	October	November	December
- Attend Meetings - Review Counseling Component - Review and post summer grades - Review secondary credit	- Attend TMIP Fall Workshop - Assist with late enrollment - Conduct student orientation sessions - Review student academic progress - Schedule parent conferences - Schedule and begin tutorial / extended day programs - Provide individual counseling as needed.	- Assist with parent meetings - Distribute TAMS Scholarship Applications - Plan college campus visits - Group Counseling Topic: * Self-Esteem	- Attend Migrant State Education Conference - Until Completed - Attend Career Day College Day * Communication Skills	- Until March - Until May - Until May - Until May - Until Early Spring - Until May - Until April * Goal Setting - Until May

Added Duties and Responsibilities
Fall*

Name

School Year

August	September	October	November	December

Suggested Academic/Affective Yearly Calendar (Spring)

January	February	March	April	May
Assist students with financial aid applications	Check financial aid deadline			Until May
	Encourage underclassmen to apply for ACT/SAT	Identify Exemplary Migrant Students	Final review of migrant students academic record	Provide summer program information to all migrant students (i.e.S.M.A.R.T.)
Notification of early migrant withdrawals		Provide Out-Of-State TAAS testing information		Until May
Emphasize scholarship applications				Until May
Continue review of secondary credit				Until May
Continue review of academic progress				Until May
Continue scheduling parent conferences				Until May
Continue tutorial / extended day program				Until May
Group Counseling Topic: * Coping Skills	* Decision Making	* Problem Solving	* Futuring Skills	* Wrap-up and Evaluation
Provide individual counseling as needed				Until May

Added Duties and Responsibilities **Spring**

Name

School Year

January	February	March	April	May

Explanation of Calendar

August

- **Meetings with Administrators, Counselors, and Faculty**

Registration
Inservice

- **Knowledge of Counseling Component and Job Description**

Counselors should familiarize themselves with counseling component and their job descriptions whether foundation, migrant, or vocational.

- **Secondary Credit**

This is an ongoing process where migrant students' academic records are reviewed and needs are assessed in the area of credit accrual. Students are given the opportunity to finalize incomplete course work through a variety of non-traditional credit accrual options.

- **Summer Grades**

Review summer grades for migrant students from receiving states. These may need consolidation with previous year's work. Have grades posted on the students' academic record and review their present schedule for possible need of revision. Report this information to the New Generation System.

September

- **Assist with Late Enrollment**

Review summer school grades for migrant students and adjust schedules as needed. Assist in recruitment and/or enrollment when necessary.

- **Orientation**

Disseminate information about:

- 1) Migrant services;
- 2) Graduation requirements;
- 3) Tutoring schedule;
- 4) Information on colleges, test requirements, vocational schools, armed services; scholarships, etc.;
- 5) Student Orientation sheet.

- **PSAT/NMSQT/ACT/SAT/TASP Orientation**

All eligible and interested freshmen, sophomores, juniors and seniors receive this test information. Ensure that all migrant students have the opportunity to take college entrance exams. Check with your Migrant Services Coordinator or Federal Programs Director for possible payment of test fees.

- **Scholarship Overview**

Provide an awareness of available scholarships. Help students begin a file with necessary information needed to complete scholarship forms.

- **Graduation Plans**

Set up four-year graduation plan with 9th and 10th graders. Adjust plan for 11th graders. Help students set goals for their post-graduation years.

- **Student Academic Progress**

Request grades for migrant students for each reporting period. Call students in for individual conferences as needed. Assist students with study and test taking skills.

- **Parent Conferences**

Schedule home visits or contact parents by phone or mail. Give them information about their children's grades, graduation requirements, credit options (such as tutorial and credit retrieval programs), post-secondary options available, etc.

- **Tutorial Program**

This can be an extended day or evening program. This program will vary widely depending on the individual school district's needs and provisions.

- **Individual and Group Counseling**

Using an informal student interest inventory assess academic and/or personal needs of your students. Refer to school services and/or community services as needed.

- **Credit Accrual Workshop**

This workshop is sponsored by Texas Migrant Interstate Program. For more information call (210) 702-6047 or 1-800-292-7006.

October

- **Junior Orientation**

Disseminate information about ACT, SAT, academic record, graduation plans, grade average and class rank, GIS (Guidance Information System) and other migrant services available through your individual district.

- **Sophomore Orientation**

Same as above but include information on PSAT.

- **District-wide Migrant Parent Meetings**

Assist with coordination of migrant parent meetings. These meetings are a means of distributing information to parents of secondary students. It is also a way to begin creating an awareness of secondary information for parents of elementary and junior high students.

- **Scholarships**

TAMS scholarship applications should be distributed to senior migrant students and completed this month. They need to be returned in early November before the State Migrant Education Conference.

This is a good time to discuss other scholarship opportunities and for the students to begin a file of their resume and application essays.

- **College Campus Visits**

Plan college campus visits for juniors and seniors. These visits could include, but do not need to be limited to: TSTC, STCC, UT Pan American, UT Austin, St. Edward's University, Texas A&M Kingsville, and Texas A&M College Station.

- **Counseling**

Group counseling topic of the month: Self-Concept.
Provide individual counseling as needed.

November

- **State Migrant Education Conference**

This is an excellent conference to attend. It provides many opportunities to meet people in the receiving states who will help your students with their educational continuity. It makes a big difference when you know the person at the other end of the phone line when you are speaking to someone in Washington state or New York state!

- **Career Day and College Day**

These are great opportunities to talk with different organizations and college representatives who can offer special programs for migrant students. Invite them to come back to speak with your students at a different time.

- **Counseling**

Group counseling topic of the month: Communication Skills.
Provide individual counseling as needed.

December

- **Post-Secondary Goals**

Assess senior students' progress towards their post-secondary goals. Check grades, other graduation requirements, college entrance exam status, college applications, etc. If they are not planning on continuing their education, help them set goals for "life after high school."

- **Spring Campus Visits**

If you are planning a college visit, it is very important that you not only make arrangements with the college you are visiting, but you must also arrange for food, transportation and lodging (if overnight trip) in advance. Also, check your school policy for out of town trips. You may need to submit a request for approval to your superintendent and/or the school board.

- **Counseling**

Group counseling topic of the month: Conflict Resolution.
Provide individual counseling as needed.

January

- **Financial Aid**

Usually the academic counselors will provide a Financial Aid Workshop. Some supplemental options could include, but not be limited to, hiring a qualified person to help migrant students and their families prepare the necessary documents for receiving financial aid, provide transportation to the nearest post-secondary campus so that they could fill out forms online (UT Pan Am provides this service). The deadline for financial aid has been February 28th for the past few years. Check this deadline. IT IS IMPORTANT. This is one of the most important factors in students continuing with their education.

- **Early Withdrawal**

Begin identification of students who plan to withdraw early. If possible, have a mail-out to all migrant families requesting this information. Many parents will respond and students are better prepared for an early withdrawal.

- **Scholarship applications**

Encourage and assist students with scholarship applications (on going through May).

- **Counseling**

Group counseling topic of the month: Values Clarification.
Provide individual counseling as needed.

February

- **Financial Aid**

Check deadline! This is vital for students planning to continue their education.

- **College Admission Exams**

Encourage sophomores and juniors to apply for ACT/SAT. Also, set up tutoring sessions when they can come in and practice for the tests.

- **Early Withdrawals**

Inform teachers of students' early withdrawal dates.

- **Counseling**

Group counseling topic of the month: Decision Making.
Provide individual counseling as needed.

March

- **Exemplary Migrant Student Identification**

Identify migrant students who qualify for Exemplary Migrant Student Award as per criteria set by Texas Migrant Interstate Program. For more information call the TMIP office at (210) 702-6047 or 1-800-292-7006.

- **Out-of-State TAAS testing**

Provide out-of-state TAAS testing information to all migrant students. For more information call the TMIP office.

- **Counseling**

Group counseling topic of the month: Problem Solving.
Provide individual counseling as needed.

April

- **Secondary Credit**

Review senior students' academic progress and requirements for graduation. Review all other students' academic progress for summer school recommendations.

- **Counseling**

Group counseling topic of the month: Wrap-up and Evaluation.
Provide individual counseling as needed.

May

- **Summer Programs**

Provide summer programs information to all migrant students (i.e. S.M.A.R.T., regular summer school, etc.)

- **Counseling**

Provide individual counseling as needed.

Phase 1

- **Communication**

Communication occurs between the home and exchange schools; Home schools send information about individual students (present course schedules, course objectives, content outlines, recommended schedule, and specific course requirements).

Phase 2

- **Implementation**

- Exchange schools organize an alternative program based on student needs as indicated by the information received from the home schools;
- Staff is hired to provide student instruction;
- Administrative arrangements (hours, locations, schedules) are made final;
- Students are enrolled;
- Individual student program is verified;
- Tutorial, small group, or combined classes are organized and conducted;
- Student progress is monitored and evaluated through teacher tests and mastery tests.

Phase 3

- Transfer

- Students are withdrawn;
- Final grades are compiled and recorded on each student's regular high school transcript;
- Partial grades and hours or final grades are recorded on the Secondary Credit Accrual Form;
- Transcripts and grades are mailed to the originating schools;
- Students receive copies of their grades. A Summary Report is compiled.

A Directory of Secondary Summer Migrant Programs is available to all homebase local agencies to utilize in providing program contacts for secondary migrant students.

Sample Procedures For Early Migrant Withdrawal

NAME _____ ID.# _____ GRADE _____ D.O.B. _____

PARENT'S NAME _____ ADDRESS _____ PHONE# _____

MIGRANT STATUS _____

1. Date of withdrawal _____

2. Migrant Counselor contacted (Date) _____

3. Teachers contacted (Date) _____

4. Schedule:

Course

Teacher

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

5. Date to administer exams _____

6. Verification of family leaving the area (Date) _____

Reason: _____

Verified by: _____ Phone _____ Home Visit _____ Parents at school _____

Migrant Counselors: 9th _____

10th _____

11th & 12th _____

I understand the early exam procedures to be followed in order to be eligible for early exams.
If I do not follow these procedures, I will not be eligible and must take my exams in the fall
within three (3) days of returning to the high school.

Student's Signature

Date

Sample

Date _____

From: Counselor

Subject: Early Withdrawal

To: Teacher _____ Course _____

Your student _____ ID# _____ will be migrating in approximately 5 days. Student will withdraw on _____. A home visit has been made to confirm this early departure. In accordance with our new guidelines on early departures, each teacher can determine the manner by which a student will receive credit for that course. Before making that decision, teachers should consider such things as:

1. Academic Performance
2. Attendance
3. Attitude
4. Behavior

Please indicate which of the following should apply for this student.

_____ I will administer an early final exam (or equivalent exam/assignment) before his/her departure and his/her final second semester grade is _____. (Please record this same grade on the computer grade reporting sheets.)

_____ I want this student to take the final exam. His/her withdrawal grade is _____. (Please fill in the NO GRADE [N/G] bubble on the computer grade reporting sheets.) I will provide a copy of the final exam and answer key to the migrant counselor prior to the end of school.

After indicating the above, please sign the form and return it to the counselor on or before the departure date indicated above. Thank you.

Counselor

Teacher's Signature

**Pathways to Success:
Secondary and Beyond**

Pathways to Success: Secondary and Beyond

Introduction

We live in an ever-changing world; therefore, information needs to be sought and all avenues explored as students make their own transitions into their future.

The next two components of this section address the needs for counseling with students on post-secondary education and selecting a graduation plan that will get them to their desired goals. This section also includes ideas and work sheets to be used with students as they make their transition from middle and high school to either a higher education or to enter the work force.

Successful Career Planning

So, you think that you might want to be a secretary? a teacher? a doctor? a computer technician? How do you get from point A to point B? Many students have dreams of continuing their education and having a career. Some know what they want to be and others don't. It can be overwhelming when it comes to deciding on a career! But, by seeking help from a guidance counselor you can tackle this task. It is important to begin this task well before your senior year.

- **Think about your interests.** It is important to gain a clear understanding of yourself including your personality, values, abilities, and expectations. Contact your school counselor and ask about available interest surveys.
- **Explore careers.** After you have assessed your skills and interests, determine the relationship between skills and interests and possible careers. Contact your school counselor for guidance. Books that may help you are the Occupational Outlook Handbook and the Dictionary of Occupational Titles. Ask if the Guidance Information System (a computer program) is available in your school. If you have access to the Internet, you can also search for the Occupational Outlook Handbook.
- **Develop a plan of action.** Once you have found a career that matches your interests and skills, you are ready to plan a career goal. Make sure that you include the steps you need to take to attain your goal and also include any obstacles that you may have to overcome. And, most importantly, establish a time line!
- **Research post-secondary schools.** Find out which technical schools, colleges or universities have a program of study that would best fit your needs. Write and ask for information and if possible, visit the campus. Visit your guidance center and ask if interactive videos are available for the schools you are interested in. Also, check the Internet for the schools home page.

Why You Should Continue Your Education

- The good life just won't happen without a good job.
- By the year 2000, average jobs will require a minimum of a high school diploma plus two years of additional education or a four-year degree.
- Education helps determine our earnings and job security. Less than 4 years of high school yield average earnings of \$16,605; four or more years of college average earnings, \$33,433 plus.

1994 Report From The U.S. Commerce Department States The Following:

High School Graduates	\$ 821,000
Bachelor's Degree	\$ 1, 421,000
Master's Degree	\$ 1, 619,000
Doctorate	\$ 2, 142,000

Education Helps Determine Our Earnings And Job Security

	<u>Annual Average Earnings</u>	<u>Percent Unemployed</u>
Less than 4 years of high school	\$16,605	11.0%
High school graduate	\$19,844	6.9%
1 to 3 years of college or vocational/technical training	\$23,154	4.5%
4 or more years of college	\$33,433	2.3%

What Are The Fastest Growing Occupations, 1992-2005

(Employment numbers are in thousands)

<u>Employment Occupation:</u>	<u>1992</u>	<u>2005</u>	<u>% CHANGE</u>
Human service worker	189	445	136
Computer engineers and scientists	211	447	112
Teachers, special education	358	625	74
Medical assistants	181	308	71
Radiology technologist/technician	162	264	63
Medical records technicians	76	123	61
Occupational therapist	40	64	60
Teachers, preschool & kindergarten	434	669	54

Sample Career Plan

A career plan is developed after you have analyzed your skills and interests and researched possible occupations. Match your skills and interests to an occupation, decide on a career goal and plan how you will reach that goal.

Career Plan

Sample

Career Goal:

To become a civil engineer; to design, plan, and supervise the construction of buildings, highways and rapid transit systems.

Requirements:

- Bachelor's degree in engineering
- Be able to work as part of a team
- Creativity
- Analytical mind
- Capacity for detail
- Presentation skills
- Writing skills
- Knowledge of physical sciences and mathematics
- Accreditation by Licensing Board

Current Skills and Interests:

- Summer worker for Smith Construction Co.
- High School mathematics courses (earned A's)
- High School science courses (earned A's)
- Experience working as a team
- Attended high school writing courses
- Gave presentations in high school courses
- 3.9 high school G.P.A.

Plan to Reach Career Goal:

- Bachelor's Degree;
Will attend the University of Texas School of Engineering
- Job Experience;
Continue working for Smith Construction Co.;
Seek internships through university career placement office
- Networking;
Will join campus organizations for engineering students

My Personal Career Plan

Career Goal:

Requirements:

- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---

Current Skills and Interests:

- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---

Plan to reach career goal:

- ---
- ---
- ---

Preparing for Success

Things to consider as you are planning/preparing for a successful career.

- **At School**

- **Ask questions**

If you don't understand something, chances are other students don't either. Do everyone a favor and ask your teacher to explain.

- **Take notes**

No one can remember everything. The experts on learning say taking notes helps you learn new subjects. Later, your notes can help you study for tests and complete your assignments.

It can be a lot of fun to develop your own method of shorthand which you could use in your classes in high school and in college, or on the job. Ask your English teacher for a lesson on how to take notes or better still enroll in a note-taking class in your school.

- **Join in the discussion**

Speaking in class helps you organize and express your thoughts. By contributing to the class, you'll also get more out of it.

- **Plan for the college entrance exam**

Admission to most four year colleges requires that you take either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Colleges use these tests to predict your ability to learn college level material and your chances of succeeding as a college student. In the tenth grade, you can take a practice test for either test.

While there is no passing or failing score on these tests, some colleges require higher scores than others. You can retake the tests if you want to try to improve your scores. Take note: PRACTICE for these tests before taking them. These are rigorous and challenging.

Community and technical colleges in Texas have open admissions policies and don't require SAT or ACT scores. However, some institutions use your scores to place you in courses that are right for you.

- **Study Time**

- **Find study time**

Set aside a time and find a quiet place to study every day. Find a time period when you can study without breaking your concentration. It may be just ten minutes the first day, but increase the time gradually.

Promise yourself a treat after you've completed an uninterrupted study time. Watch TV, read a magazine, or call a friend. Every few days, increase your study period by five, ten, or fifteen minutes, whatever is right for you. Set a goal. If you use this system faithfully, you'll not only improve your grades, you'll feel great about your accomplishments.

- **Meet deadlines**

Keep a calendar of your homework assignments. It's hard to get them finished if you don't remember when they are due.

- **Read**

Start a good lifetime habit and visit your library regularly. You can check out books, read magazines, and work on your homework. Learn everything you can from the librarian and your teachers about using the card catalogs. If you practice your research skills now and feel comfortable in your school or community library, you'll feel right at home when you use the college library.

- **Free Time**

- **Extracurricular Activities**

Participating in organized activities can be the most enjoyable part of high school. You can make new friends, discover new talents, and explore new interests by getting involved in clubs and projects sponsored by your school, church, or community. If there isn't a group in your field of interest, find a teacher to sponsor one and start it yourself.

- **Explore careers**

Talk to people who have jobs in different fields. Ask them what they do, what they studied in school, and how they got their jobs. You may consider a part time job during school or in the summer in a field that interests you.

One caution: Studies show that students who work more than 15 hours a week often have lower grades. Don't let a job pull your grades down.

- **Volunteer**

Serving your community is a wonderful way to gain experience and explore careers. Volunteers are always welcomed at animal shelters, health clinics, child care facilities and senior citizen centers. Colleges and universities want students who contribute to their communities.

Post-Secondary Degrees

High school graduation is only the beginning of a student's education and the diploma should be used as the key to open doors to post-secondary education.

Names of universities and colleges may be obtained through your local senior high school counselor or you may refer to:

Compendium of Texas Colleges

GPM South Tower
Suite 200 NW Loop 410
San Antonio, TX 78246-5699
Ph. (210) 525-8494
Fax (210) 341-6627

The Various Degree Options

There are a variety of degree options. These include:

- **Technical School**

A school which offers career or vocational skills training after graduation from high school; a certificate or license is usually obtained;

- **Associate Degree**

A degree offered on a twoyear training or educational program at a junior college or its equivalent;

- **Baccalaureate Degree**

A degree offered after the successful completion of a four-year university program;

- **Master's Degree**

A degree offered after a baccalaureate degree in specific area such as law, medicine, architecture, pharmacy, etc.; carries the rank and title of M. ED.;

- **Doctoral Degree**

A degree offered after a master's degree in a specific discipline; carries the rank and title of Ph.D.

Types of Post-Secondary Schools

There are a variety of post-secondary schools. If you're trying to decide what type of school fits you best, read through the following. In general, schools can be divided into two major categories: vocational training schools and colleges universities.

- **Vocational Schools**

Vocational schools are privately owned and operated and offer a wide variety of training options in the following areas: cosmetology, mechanical repair, court reporting, paralegal services, travel services, secretarial, and medical assistance. Typical vocational courses are short, lasting from five to twelve months. However, some training programs (such as court reporting) can take up to two to three years to complete.

- **Colleges and Universities**

- *Two-year community/junior colleges* give you the opportunity to get your feet wet before jumping into the four-year college arena. Community colleges generally offer two-year studies with an **associates degree** conferred upon completion. The courses are designed to transfer to four-year colleges, should you decide to pursue a higher education. Also, like vocational schools, community colleges often offer specialized job training in certain areas. These studies are designed to prepare you to enter the work force as soon as you complete your raining.
- *Four-year colleges and universities* offer **bachelor's degrees** and much wider variety of studies and curriculum to choose from. Many also offer graduate studies (studies after a bachelor's degree is completed) with opportunities to earn a **master's degree, doctorate, or professional degree** (such as a medical doctor). The curriculum is much broader than a two-year school and is designed to accommodate a variety of interest (unless you are going to a college that specializes in a certain area of study, such as music).
- *Public colleges and universities* are subsidized by the states and are generally less expensive than private colleges. However, the lower rates go to residents of the state. Out-of-state students usually pay much higher rates.
- *Private colleges* are funded through endowments, tuition, and donations. They usually cost a lot more, but **don't rule them out!** Private colleges can often offer enough financial aid to make them financially feasible for your budget.

A Four-Year Plan for Technical/Vocational School

If you are not ready to go to a four-year college, you may want to explore a technical/ vocational career. These could include: auto technology, nursing, drafting, electronics, etc. These programs of study vary in length from two or three months to twenty-four months. Some schools offer students the opportunity to begin a program while still in high school. Contact your guidance counselor for more information.

- **8th & 9th Grades**

1. Explore careers that would require attendance of a technical/vocational school.
2. Discuss with your guidance counselor your interest in a technical career.
3. Choose a Career Pathway that could help you prepare for this career while still in high school.
4. Get involved in clubs such as FHA/HERO, HOSA, FBLA, Law Enforcement and VICA. Each one of these clubs has a special focus on careers.
5. Create a file for your year-by-year plan of action. Also, include all activities and volunteer work you become involved in during the next four years.

- **10th Grade**

1. Meet with your counselor to review your plan of action and make sure you are on track.
2. Continue your involvement in extra curricular activities and career exploration. Update your file!
3. If your school does offer the opportunity to co-enroll in a program with a technical/ vocational school, make sure you preregister for it before the end of this school year.
4. If you are required to pass an exit level exam in order to graduate (TAAS in Texas), be sure you pass it so that you will not lose your career education electives for remedial classes.

- **11th Grade**

1. Meet with your counselor to review your progress.
2. If available in your area of study, co-enroll in a program with a technical/vocational school.
3. Stay active in club activities. Update your file!

- **12th Grade**

1. Meet with your counselor to review your progress.
2. Apply to a technical/vocational school of your choice. Check on entrance requirements for not only the school but for your individual field of study.
3. Visit the technical/vocational schools in which you are interested. Ask for permission to visit the classrooms in the career field of interest to you.
4. Inquire about various agencies/programs such as JTPA, MET, etc. These agencies often have programs that can help you during and after your completion at a technical vocational school.
5. Explore financial aid, including the Pell Grant, work study, scholarships and loans available for your program of study. Meet all application deadlines.

A Four-Year Plan for College/University Preparation

• 8th & 9th Grades

1. Think about career possibilities, and explore different occupations.
2. Find out which courses to take in high school to academically prepare yourself for college.
3. Create a file for your year-by-year plan of action. Also, include all activities and volunteer work you become involved in during the next four years.
4. Study, work hard, and do your best to earn good grades. Your performance in high school can play an important part in gaining your admission to college.
5. Think about your talents and special interests: music, politics, writing, acting and join an activity or club. Develop your talents.
6. Get involved in your classes. Ask questions, speak up and study.

• 10th Grade

1. Think about selecting a school. Find out about the different types of schools, and decide which characteristics of schools are most important to you.
2. Prepare for school entrance exams (standardized tests). Take the PSAT now in preparation for next year.
3. Keep doing those things you enjoy and try something new. How about the school newspaper, volunteering for community service, dance, or photography?
4. At the end of the year, think about your goal. Remind yourself and your guidance counselor that you are building your bridge to a post-secondary education.
5. Update your file.

• 11th Grade

1. Gather information from schools. Write for brochures and catalogs, attend college fairs, and begin college visits.
2. Take the standardized tests. Retake the PSAT for a shot at the National Merit Scholarship, and take the SAT and ACT in the Spring for practice.
3. Meet with your guidance counselor to discuss the classes you're taking and your college plans.
4. Talk with your parents about college. Start to learn about financial aid.
5. Update your file!

• 12th Grade

1. Finish gathering information on schools, select four to six you like best, and apply for admission. Retake the SAT and ACT if you aren't satisfied with your first results. **MAKE SURE YOU MEET DEADLINES.**
2. Update your file with copies of all the paperwork you complete or submit to colleges or universities.
3. Narrow your college choices to three or four and apply. Most colleges have an application fee. Check with your counselor about asking for a fee waiver.

4. Apply for financial aid by filling out the Free Application for Federal Student Assistance (FAFSA). Consider all of your options for paying for school. Find out about scholarships and grants before taking out a student loan.
5. It is very important to have communication between you and the colleges to which you have applied. Be persistent and call them if you do not hear from them about your admissions status or financial aid status. Have your social security number ready when you call.
6. Most of all, whatever you do don't stop dreaming, learning, and growing.

Financial Aid

Financial aid could make a difference in a student's life.

One of the main reasons migrant students do not pursue a post-secondary education is their perception of their family's inability to afford a college education. However, if the students are willing to invest some time and effort in investigating and applying for financial aid and scholarships, they will find various types of financial aid available.

The first form that must be filled out to receive financial aid is the Free Application for Federal Student Aid (FAFSA). This form, which is designed to determine eligibility for financial aid, should be completed as early as possible in the year the student plans to start college.

The federal government offers the most grant and student loan programs but several states also offer a variety of financial aid programs. Financial aid programs include:

- **Grants**

A grant is a gift of money given by the federal or state government to help pay for higher education. It is exempt of repayment.

- **The Federal Pell Grant** assists financially needy under graduate students attending any eligible public or private school. For many students, Pell Grants provide a foundation of financial aid to which other aid may be added. A person must be a U.S. citizen or permanent resident to qualify.
- **The Federal Supplemental Education Opportunity Grant** assists financially needy undergraduate students attending any eligible public or private post-secondary school. A person must be a U.S. citizen or permanent resident to qualify.

- **Loans**

A loan is money which must be repaid, plus interest. Loans should be considered as a last resort to financing your education.

- **The Federal Perkins Loan Program** provides long term, low-interest loans to financially needy students attending any eligible post-secondary school.
- **The Federal Stafford Loan Program** authorizes low interest deferred loans for educational expenses. The family income must be less than \$30,000. If over this amount, students must demonstrate financial need.
- **The National Direct Student Loan** provides loans to eligible post-secondary students with demonstrated financial need.

- **Plus Loans** provide additional funds for educational expenses. Parents or students are eligible to borrow the money.

- **The Work Study Program**

The work study program is part-time employment to eligible post-secondary students to help meet educational expenses. The financial aid officer sets the student's work schedule based on the amount of the award. Students need to apply directly to the college of their choice and must complete the appropriate items on the financial aid application.

- **Scholarships**

Another source of financial aid may be found through scholarships. Scholarships are gifts of money awarded to students by public agencies, private and nonprofit organizations, and businesses. Students merit scholarships according to their class rank, grade point average, or extra curricular activities, usually sports. It is free of repayment.

• **Scholarship and Assistance Programs**

Local, state, and out-of-state educational and career opportunities are available for migrant students. Scholarships and assistance programs may include:

College Assistance Migrant Program (CAMP)

Call: 512-4488-625

Texas Advocates for Migrant Students (TAMS)

Contact: Federal Programs Director for your school district

Gloria and Joseph Mattera National Scholarship for Migrant Children

Call: 716-245-5681

Ohio Freshman Foundation Program

Call: 614-292-0624

Texas Rehabilitation Commission

Call: 1-800-332-0913 TDD/Relay

Other Scholarships:

Scholarship	AIA/AAF Minority/Disadvantage Scholarship		
Company	The American Institute of Architects		
Address	1735 New York Avenue, NW		
City	Washington, DC	State	Zip 20006
Purpose	To encourage minorities to pursue a career in the field of architecture. Must attend a college accredited by the National Architectural Accrediting Board.		
Eligibility	High school senior or college freshman		
Award	Varies		
Deadline	December		
Restrictions	Architect		

Scholarship	ASNE Scholarships		
Company	American Society of Newspaper Editors		
Address	P.O. Box 4090		
City	Reston	State VA	Zip 20090
Purpose	To encourage collegebound minorities to pursue a career in the field of communications.		
Eligibility	All minorities		
Award	\$750		
Deadline	N/A		
Restrictions			

- Scholarship**
AGI Minority Geoscience Scholarship
 Company American Geological Institute
 Address 4220 King St.
 City Alexandria State VA Zip 22302
 Purpose To increase the participation of ethnic minority groups in the geosciences by providing financial support and counseling
 Eligibility U.S. citizen
 Financial need SAT/ACT scores
 Award Varies
 Deadline February
 Restrictions
- Scholarship**
AGI Scholarship Program
 Company American Geophysical Union
 Address 2000 Florida Ave., NW
 City Washington, DC State WA Zip 20009
 Purpose To help minority students majoring in earth, space, or marine science or subject related fields.
 Eligibility Hispanic, Native American, or African American
 Award Varies
 Deadline N/A
 Restrictions
- Scholarship**
College of Design Minority Scholarships
 Company Iowa State University
 Address 166 College of Design
 City Ames State IA Zip 50011
 Purpose Scholarships are awarded to eligible entering freshman who are underrepresented in the College of Design. Students in art and design must present along with the application form a portfolio of art and/or design work which will be considered in the selection process.
 Eligibility All minorities
 Award \$1,000
 Deadline N/A
 Restrictions
- Scholarship**
Breakthrough to Nursing Scholarship
 Company The Foundation of the National Student Nurses
 Address 555 West 57th St.
 City New York State NY Zip 10019
 Purpose To encourage ethnic minorities to pursue a career in the field of nursing. Students must be enrolled in a state approved school of nursing or pre nursing in associate degree, baccalaureate, generic doctorate, and generic master's program.
 Eligibility All minorities
 Award Varies
 Deadline February 1
 Restrictions
- Scholarship**
Campbell Soup Migrant Scholarship
 Company Ohio State University Office of Minority Affairs
 Address Room 100 Lincoln Tower, 1800 Cannon Dr.
 City Columbus State OH Zip 43210
 Purpose To support Ohio resident migrant students interested in pursuing an undergraduate degree at Ohio State University
 Eligibility 3.0 GPA / Ohio Resident

Award Varies
 Deadline N/A
 Restrictions Ohio

Scholarship

Company
 Address
 City
 Purpose

Eligibility
 Award
 Deadline
 Restrictions

Coca-Cola Scholars Foundation Scholarship

Coca-Cola Scholars Foundation, Inc.
 3060 Peachtree Rd., NW
 Atlanta State GA Zip 30305
 Scholarships are awarded to high school seniors, in participating bottle territories, who are planning to enroll in an accredited U.S. college or university.
 U.S. Citizen or legal resident
 \$1,000 \$5,000
 October 31

Scholarship

Company
 Address
 City
 Purpose

Eligibility
 Award
 Deadline
 Restrictions

Engineering Scholarship Program

AT&T Bell Laboratories
 P.O. Box 3030
 Holmdel State NJ Zip 07733
 This scholarship is for outstanding high school seniors who have been admitted to an accredited fouryear educational institution for full time course studies in computer science, computer engineering, electrical engineering, mechanical engineering or systems engineering.
 All Minorities /U.S. Citizen or legal resident
 Tuition plus fees
 January 15

Scholarship

Company
 Address
 City
 Purpose

Eligibility
 Award
 Deadline
 Restrictions

General Motors/LULAC Scholarship

LULAC National Educational Service Centers
 777 North Capitol St., NE, #305
 Washington, DC State WA Zip 20002
 Offers thirty \$2000 scholarships to qualified minority students who are enrolled or are planning to enroll as engineering majors leading to a bachelor's degree in engineering at a college/university approved by LULAC and GM.
 3.25/4.0 GPA
 \$2000
 N/A

Scholarship

Company
 Address
 City
 Purpose

Eligibility
 Award
 Deadline
 Restrictions

Helen Keller Scholarship

American Foundation for the Blind
 15 W. 16th St.
 New York State NY Zip 10011
 To encourage students who are deaf/blind and can prove rehabilitation to pursue postsecondary education.
 Handicapped / U.S. Citizen
 June 1

Scholarship

Company
Address
City
Purpose

Designers, Inc. Scholarship

Hispanic Designers, Inc.
1000 16th St., N.W., Suite 603
Washington, DC State WA Zip 20036
Provides scholarships for Hispanic students enrolled in accredited fashion design schools or other accredited institutions studying for a degree or certified program in fashion design, fashion merchandising, illustration, jewelry design, interior design, apparel manufacturing management, marketing management, merchandising communications, theater costume design, stage/set design or special event/fashion show production.
Eligibility ~ Hispanic / U.S. citizenship or legal resident 2.5 G.P.A.
Award Proof of extracurricular activities in the field of fashion
\$500 \$1,500
Deadline January 30
Restrictions

Scholarship

Company
Address
City
Purpose

Jackie Robinson Scholarship

Jackie Robinson Foundation
3 W. 35th St., 11th FL.
New York State NY Zip 10001
Awarded to high school seniors who have achieved academic excellence, demonstrated financial need and leadership potential.
Eligibility All minorities / U.S. Citizen
Award \$4,000 \$5,000
Deadline April 1
Restrictions

Scholarship

Company
Address
City
Purpose

Kraft General Foods/LULAC Scholarship

LULAC National Educational Service Centers
777 North Capitol Street, NE, #305
Washington, DC State WA Zip 20002
Offers ten \$5000 scholarships to students who are enrolled fulltime at an accredited college or university and are pursuing a bachelor's degree in engineering, sales, marketing, manufacturing operations, finance or business administration.
Eligibility 3.25/4.0 GPA
Award \$5000
Deadline Spring
Restrictions

Scholarship

Company
Address
City
Purpose

LULAC National Scholarship Fund

LULAC National; Educational Service Centers
777 North Capitol Street, NE, #305
Washington, DC State WA Zip 20002
A community based scholarship program that recognizes and rewards student achievement in the Hispanic community
Eligibility U.S. Citizen or legal resident
Currently enrolled in a twoyear or fouryear college/university
Award Varies
Deadline
Restrictions

- | | |
|--------------------|---|
| Scholarship | Matching Scholarship Fund |
| Company | American G.I. Forum of the U.S. Hispanic Ed. Fund |
| Address | P.O. Box 12945 |
| City | Austin State TX Zip 78711 |
| Purpose | Meritbased awards available to students seeking a college degree or in vocational school. Scholarships are awarded on the local level. Contact your local American G.I. Forum |
| Eligibility | Chapter Hispanic |
| Award | Varies |
| Deadline | N/A |
| Restrictions | |
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- | | |
|--------------------|---|
| Scholarship | Minority/Disadvantaged Scholarship Program |
| Company | The American Institute of Architects |
| Address | 1735 New York Avenue, NW |
| City | Washington, DC State WA Zip 20006 |
| Purpose | Encourages and assists students from a minority and/or financially disadvantaged background in their attainment of a professional degree |
| Eligibility | High school senior or junior college students transferring to a NAAB school of architecture, and college freshmen who are entering a program leading to a bachelors or masters of architecture. |
| Award | Varies |
| Deadline | December |
| Restrictions | Architect |
-
- | | |
|--------------------|--|
| Scholarship | National Hispanic Scholarship Fund |
| Company | National Hispanic Scholarship Fund |
| Address | P.O. Box 728 |
| City | Novato State CA Zip 94948 |
| Purpose | Provides scholarships for undergraduate and graduate students of Hispanic American background in order to help bridge the higher educational gap by providing financial resources to outstanding Hispanic American Students. |
| Eligibility | U.S. Citizen or legal resident |
| Award | Varies |
| Deadline | June |
| Restrictions | |
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- | | |
|--------------------|--|
| Scholarship | Society of Hispanic Professional Engineers |
| Company | Society of Hispanic Professional Engineers |
| Address | 5400 East Olympic Boulevard, Suite 210 |
| City | Los Angeles State CA Zip 90022 |
| Purpose | To encourage Hispanic students to pursue a career in engineering or science.
Scholarships are awarded on academic achievement, financial need, involvement in school and community activities, and counselor recommendations. |
| Eligibility | High school senior entering college in the fall or college student.
Full time engineering or science major |
| Award | \$500 to \$7000 |
| Deadline | April |
| Restrictions | Engineer |

- Scholarship**
Stanley E. Jackson Scholarship, Award # 1
 Company Foundation for Exceptional Children
 Address 1920 Association Dr.
 City Reston State VA Zip 22091
 Purpose To encourage students with disabilities to pursue fulltime, postsecondary education or training.
 Eligibility Financial need
 Award Varies
 Deadline February
 Restrictions
- Scholarship**
Stanley E. Jackson Scholarship, Award # 2
 Company The Foundation for Exceptional Children
 Address 1920 Association Drive
 City Reston State VA Zip 22091
 Purpose To encourage ethnic minority group members with disabilities to pursue post secondary education or training.
 Eligibility Demonstrate financial need
 Award Varies
 Deadline February
 Restrictions
- Scholarship**
Stanley E. Jackson Scholarship, Award # 3
 Company The Foundation for Exceptional Children
 Address 1920 Association Dr.
 City Reston State VA Zip 22091
 Purpose To encourage students with disabilities who have demonstrated gifted and / or talented abilities in any one or more of the following categories to pursue post secondary education: general intellectual ability, specific academic aptitude, creativity, leadership, visual or performing arts.
 Eligibility Demonstrate financial need
 Award Varies
 Deadline February
 Restrictions
- Scholarship**
Stanley E. Jackson Scholarship, Award # 4
 Company The Foundation For Exceptional Children
 Address 1920 Association Dr.
 City Reston State VA Zip 22091
 Purpose To encourage ethnic minority students who have demonstrated gifted and/or talented abilities in any one or more of the following categories to pursue post secondary education, general intellectual ability, specific academic aptitude, creativity, leadership or visual performing arts.
 Eligibility Demonstrate financial need
 Award Varies
 Deadline February
 Restrictions
- Scholarship**
Starr Foundation/LULAC Scholarship
 Company LULAC National Education Service Center
 Address 777 North Capitol St., NE, # 305
 City Washington, DC State WA Zip 20002
 Purpose Awards \$5000 scholarships to qualified graduate or undergraduate students residing in the state of Texas who are enrolled or planning to enroll full time in an accredited college or university in the United States.

Eligibility 3.25/4.0 GPA
Award \$5000
Deadline N/A
Restrictions Texas

Scholarship

Company
Address
City
Purpose

Technical Minority Scholarship

Xerox Corporation
Xerox Square 026 A
Rochester State NY Zip 716423
To encourage minorities to pursue a science or engineering college degree program in one of the following areas: chemical engineering, computer engineering and science, electrical engineering, material science, mechanical engineering, optical engineering, architecture, civil engineering, physics and imaging.
Eligibility Be enrolled full time
Award Varies
Deadline September
Restrictions Engineer

Resources Information and Financial Aid

Getting through the financial aid process may be one of the toughest lessons before entering college. One way to accomplish this mission is to gather information about colleges and financial aid which is easy to access and easy to understand.

The resources listed here are just a few of many that are available to help you and your students save time, labor and money.

- **The Texas Guaranteed Student Loan Corporation**

<http://www.tgslc.org>

Offers information on careers, colleges, and financial aid. Links to other sources of information are available too.

- **Financial Aid Information World Wide Web Site**

<http://www.cs.cmu.edu/afs/cs/user/mkant/Public/FinAid/finaid.html>

Financial Aid Information has lots of easy to understand information on financial aid for college, including fast Web, a free service that searches from among 180,000 scholarships, fellowships, grants, and loans.

- **College Board On-line World Wide Web Site**

<http://www.collegeboard.org/>

College Board On-line offers sections for students, parents and counselors about preparing for college. You can search for a college by geographic location, major, size, and other factors. The financial aid section includes average starting salaries for many careers.

- **State Occupational Information Coordinating Committee (SOICC)**

<http://www.soicc.capnet.state.tx.us/>

SOICC offers publications on the labor market in Texas, such as Job Hunters Guide, Career Success, Texas Occupational Handbook and others.

- **ExPAN**

1-800-223-9726

ExPAN is a new way for parents and counselors to help students choose and apply to college, investigate career options, and review financial aid opportunities all on-line.

- **College Connector**

1-800-525-3729

College Connector is another computer-based college planning and application service. The American College Testing (ACT) company will offer College Connector through counseling offices at schools across the nation.

Helpful Tips for Counselors (College And University)

Do not assume that your students know the ins and outs of going away to school. They may be first generation college students.

Give students a list of things they will need to live away from home (i.e., sheets, blankets, iron, etc).

Discuss "homesickness". Challenge them to stay at their chosen university until at least Thanksgiving in order to give themselves a chance to get used to being away from home.

Give them tips for good study habits that will help them earn good grades in a post-secondary setting. They need to understand that in order to do well in college, they must be independent learners.

Most importantly, talk with your students about the realities that they will face once they are living away from home on their own. Among some of the most important items of discussion are: time management, parties, drinking, dating, and money. These things, if not kept in line, could be the cause of their failure in school.

Be an advocate for your students. Get to know someone at the school of their choice and keep in contact with them. Do everything for them that you would do for your own child who was going away to school. Intervene for them, make sure that all is set for them to go start in the Fall. And, even though this may be difficult at times, keep in touch with them during their first year in college. Until they make this transition, they still need you.

Helpful Tips for Students (Financial Aid)

Establish a file for all your financial aid information.

Keep copies of all applications and paperwork you submit.

Obtain a copy of your parent's income tax forms and keep it in your file.

Apply for federal/state grants and loans as close to January as possible.

Research for available scholarships through your high school, community, technical school, college/university, private and nonprofit organizations.

Apply for anything and everything for which you are eligible. You will never know if you qualify unless you try.

Complete each application as accurately as possible and check deadlines.

Seek help from your guidance counselor or college/university/technical school's financial aid officer.

Males register for the selective services.

Request information from the financial aid offices at the schools which you are considering.

Be persistent!

Post-Secondary Vocabulary Terms

ACT - American College Testing Program or College entrance exam, encompasses English, math, reading and reasoning skills.

Certificate - An award given for completing an instructional program, usually in a specialized area, such as auto mechanics or refrigeration. Some are offered at community colleges and technical/vocational schools.

CLEP - The College Level Examination Program allows students to earn college credit by examination. It cuts down the cost and time of a college education.

Commuter student - A student living at home as opposed to a college dormitory.

Community college/junior college - A school that offers two year degrees transferable to a university as well as programs of shorter length that are nontransferable. The majority of community colleges do not have residence halls/dorms.

College - An educational institution that grants degrees, such as a bachelor's degree after a four-year course. It is sometimes the undergraduate division of a university.

Department - A separate division under a college. For example, under the college of education you have the Special Education Department.

FAFSA - Free application for federal student aid.

Financial Aid Package - The total financial aid award received by a student; can include grants, scholarships, loans, and work study.

Military Occupational Specialty (MOS) - The occupation that you choose to pursue within the military. For example, 95 Bravo (military police) or 64 Charlie (truck driver).

Out-of-state student - A student who has not established residency within the state where he/she is attending college.

PSAT - The Preliminary Scholastic Aptitude Test, usually offered in October of each year, helps familiarize students with college entrance exams.

Quarter - Any of the four terms that make up an academic year in some schools and universities. A quarter is usually about eleven weeks.

Residency - The place you consider your permanent home and it determines your tuition rate.

Semester - Either of two terms, of about eighteen weeks each, which usually make up a school year or college year.

SAT - Scholastic Aptitude Test, a college entrance exam, that encompasses verbal, math, and a test of Standard Written English.

Trade/technical/vocational school - A school where a trade, vocation or occupation is learned. Programs of study vary from a few months to a couple of years.

Undergraduate Degree - Also known as a Bachelor's degree, usually earned after four years of study.

University - An educational institution with one or more undergraduate colleges (college of business, college of education, college of health and science) along with graduate programs. You have to apply both to the university and the individual college.

Vocational Rehabilitation - State agencies that help students with disabilities meet the cost of post-secondary education or job training after high school.

Graduation Plans 9 -12

Graduation Plans 9 - 12

Introduction

Beginning in school year 1997 - 1998, in order to receive a high school diploma, a student must complete the requirements of the minimum high school program; the recommended high school program, or the distinguished achievement program; as well as the test requirements for graduation. The following pages will describe the specifics of the graduation plans above. Counselors should be cautioned that there will be students who started high school prior to 1997 - 1998, and will be working toward different graduation requirements.

- **Basic Requirements**

- **Texas Assessment of Academic Skills (TAAS)**

The Texas Assessment of Academic Skills (TAAS) is a criterion-referenced test that gives an accurate measure of student achievement. It is required that all Texas high school students pass this test before receiving a high school diploma from Texas. The subjects tested by TAAS are:

Reading, Writing and Mathematics

- **Attendance (§25.092 (a))**

A student may not be given credit for a course unless the student is in attendance for at least 90 percent of the days the class is offered.

A committee may give class credit to a student with less than 90 percent attendance due to extenuating circumstances.

- Each board of trustees establishes guidelines to determine what constitutes extenuating circumstances and adopts policies establishing alternative ways for students to make up work or regain credit lost because of absences.

- **Award of Credit 9 -12 (§74.26)**

A course may be considered completed and credit awarded when the student has demonstrated achievement by meeting the standard requirements of the course, **regardless of the time the student has been enrolled in the course.**

- **Graduation Credit Plan(s)**

**Texas State Graduation Requirements
(19 TAC, Chapter 74 Curriculum Requirements)**

Graduation Programs - Available Options

**Graduation Programs Available for Students Entering Grade 9,
1996-1997 school year.**

- Old Minimum Program (21 credits)
- New Minimum Program (22 credits)
- Old Recommended High School Program (24 credits)
- New Recommended High School Program (24 credits)
- Old Distinguished Achievement Program
(24 credits to include 4 advanced measures)
- New Distinguished Achievement Program
(24 credits to include 4 advanced measures)

[Advanced Program Honors is no longer an option for students entering high school.]

**Graduation Programs Available for Students Entering Grade 9,
1997-1998 school year and thereafter:**

- New Minimum Program (22 credits)
- New Recommended High School Program (24 credits)
- New Distinguished Achievement Program
(24 credits to include 4 advanced measures)

Texas Minimum Graduation Credit Plan And Final Adoption Plan

Current (1996-97)		Final Adoption (1997-98)
English	4.0 Credits	4.0 Credits
Math	3.0 Credits	3.0 Credits
Social Studies	2.5 Credits	2.5 Credits
Science	2.0 Credits	2.0 Credits
Health	0.5 Credits	0.5 Credits
Economics	0.5 Credits	0.5 Credits
P.E.	1.5 Credits	1.5 Credits
Speech	Not Required	0.5 Credits
Technology Application	Not Required	1.0 Credits
EXTRA Social Studies or Science	Not Required	1.0 Credits
Approved Electives	7.0 Credits	5.5 Credits
Total	21 Credits	22 Credits

- ISDs may set higher standards

Comparison Of Texas State Graduation Requirements

Old Minimum Program And New Minimum Program

Discipline	Old Minimum (21 credits)	New Minimum (22 credits)
English Language Arts	Four credits English I, II, III, IV. The fourth credit of English may be satisfied by English IV, English I (Academic), Introduction to Speech Communication, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literacy Genres, Business Communication, Debate, Journalism, concurrent enrollment in a college English course, or College Board Advanced Placement Literature and Composition.	Four credits English I, II, III, IV. The fourth credit of English may be satisfied by English IV, English IV (Academic), Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literacy Genres, Business Communication, Journalism, concurrent enrollment in a college English course, College Board Advanced Placement Literature and Composition, or International Baccalaureate (IB) level IV English.
Mathematics	Three credits	Three credits to include Algebra I.
Science	Two credits selected from the State Board of Education approved science courses, Grades 9-12, Subchapter D of Chapter 75 (relating to Essential Elements Grades 9-12).	Two credits to include one credit from either Chemistry I, Physics I, or Biology I.
Social Studies	Two and one-half credits World History Studies or World Geography Studies one credit. U.S. History one credit. U.S. Government one-half credit.	Two and one-half credits World History Studies or World Geography Studies one credit. U.S. History one credit. U.S. Government one-half credit.
Science/Social Studies Elective	Not applicable.	One credit selected from either World History Studies or World Geography Studies, or Science.
Economics with emphasis on the free enterprise system	One-half credit Economics with emphasis on the free enterprise system and its benefits.	One-half credit Economics with emphasis on the free enterprise system and its benefits.
Language Other Than English	None	None
Physical Education	One and one-half credits (Limit of two credits) (Can substitute drill team, marching band, cheerleading, ROTC, athletics, Dance IIV, and certain career and technology courses.)	One and one-half credits (Limit of two credits) (Can substitute drill team, marching band, cheerleading, ROTC, athletics, Dance IIV, and certain career and technology courses.)
Health Education	One-half credit	One-half credit

• ISDs may set higher standards

A maximum of two of the four credits of English required for graduation may be English as a Second Language (ESL). Credit earned in ESL that is not counted toward the graduation requirement in English may be counted as elective credit in meeting state graduation requirements (For recent immigrants).

Comparison Of Texas State Graduation Requirements

Old Minimum Program And New Minimum Program

Discipline	Old Minimum (21 credits)	New Minimum (22 credits)
Technology Applications	None	One credit selected from Computer Science I or II, Business Computer Applications I or II, Business Computer Programming I or II, Computer Applications, Microcomputer Applications, Business Information Processing, Computer mathematics, or industrial Technology Computer Applications.
Fine Arts	None	None
Speech	None	One-half credit selected from Introduction to Speech Communication, Public Speaking, Debate, or Oral Interpretation.
Program Credits Excluding Electives	14	16 1/2
Elective Credits	Seven credits selected from the list of State Board of Education approved courses, Grades 9-12. See Subchapter D of Chapter 75 (relating to Essential Elements Grades 9-12).	Five and one-half credits selected from the list of State Board of Education approved courses, Grades 9-12. See Subchapter D of Chapter 75 (relating to Essential Elements Grades 9-12).
Total Program and Elective Credits	21	22

- ISDs may set higher standards

Comparison Of Texas State Graduation Requirements

Old Minimum, Advanced And Old Recommended Programs

Discipline	Old Minimum Requirements (21 credits)	Advanced * (22 credits)	Old Recommended (24 credits)
English Language Arts	Four credits English I, II, III The fourth credit of English may be satisfied by English IV, English IV (Academic), Introduction to Speech Communication, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literacy Genres, Business Communication, Debate, Journalism, concurrent enrollment in a college English course, or College Board Advanced Placement Literature and Composition.	Four Credits English I, II, III The fourth credit of English may be satisfied by English IV, English IV Honors, English IV (Academic), English IV (Academic) Honors, or College Board Advanced Placement English Literature and Composition.	Four Credits English I, II, III, IV English Advanced Placement (AP), International Baccalaureate (IB), or appropriate college courses may be taken to fulfill this requirement.
Mathematics	Three credits	Three credits Algebra I, Algebra II, Geometry, Precalculus (Trigonometry and either Elementary Analysis or Analytic Geometry may be taken in lieu of Precalculus), Computer mathematics I and II, Probability and Statistics, Calculus, Number Theory, Linear Algebra, Linear programming, History of Mathematics, and Survey of Mathematics.	Three credits Algebra I, Geometry, Algebra II Mathematics Advanced Placement (AP), International Baccalaureate (IB), or appropriate college courses may be taken to fulfill this requirement.
Science	Two credits selected from the State Board of Education approved science courses, Grades 9-12, Subchapter D of Chapter 75 (relating to Essential Elements Grades 9-12).	Three credits selected from Physical Science, Biology I, Biology II, Chemistry I, Chemistry II, Physics I, Physics II, Geology, Meteorology, Astronomy, Marine Science, Environmental Science, Laboratory Management, or Physiology and Anatomy.	Three of the following credits: • Physical Science • Biology I and II • Chemistry I and II • Physics I and II • Science III and IV Science Advanced Placement (AP), International Baccalaureate (IB), or appropriate college courses may be taken to fulfill this requirement.

• **ISDs may set higher standards**

A maximum of two of the four credits of English required for graduation may be English as a Second Language (ESL). Credit earned in ESL that is not counted toward the graduation requirement in English may be counted as elective credit in meeting state graduation requirements (For recent immigrants).

Comparison Of Texas State Graduation Requirements

Old Minimum, Advanced And Old Recommended Programs

Discipline	Old Minimum Requirements (21 credits)	Advanced * (22 credits)	Old Recommended (24 credits)
Social Studies	Two and one-half credits World History Studies or World Geography Studies - one credit U.S. History - one credit U.S. Government - one-half credit	Two and one-half credits World History Studies or World Geography Studies - one credit U.S. History - one credit U.S. Government - one-half credit	Three and one-half credits U.S. History, World History Studies, World Geography, U.S. Government (1/2). U.S. Government, U.S. History Advanced Placement (AP), International Baccalaureate (IB), and appropriate college courses for high school credit may be taken to fulfill this requirement.
Economics	One-half credit Economics with emphasis on the free enterprise system and its benefits	One-half credit Economics with emphasis on the free enterprise system and its benefits	One-half credit Economics Economics Advanced Placement (AP), International Baccalaureate (IB), or appro- priate college courses may be taken to fulfill this require- ment.
Other languages	None	Two credits in the same language	Three credits in the same language. Foreign language Advanced Placement (AP), International Baccalaureate (IB), or appro- priate college courses may be taken to fulfill this require- ment.
Physical education	One and one-half credits	One and one-half credits	One and one-half credits
Health education	One-half credit	One-half credit	One-half credit
Computer science	None	One credit selected from a variety of com- puter-related courses as provid- ed for in Subchapter D of Chapter 75 (relating to Essen- tial elements Grades 9-12).	One credit Computer science Advanced Placement (AP), International Baccalaureate (IB), or appropriate college courses may be taken to fulfill this requirement.
Fine arts or speech	None	One credit Selected from the list of State Board of Education approved courses.	One credit of fine arts (Speech may not substitute.) Fine arts Advanced Placement (AP), International Baccalaureate (IB), or appro- priate college courses may be taken to fulfill this require- ment.
Total Program Credits Excluding Electives	14 credits	19 credits	21 credits

- ISDs may set higher standards

Comparison Of Texas State Graduation Requirements

Old Minimum, Advanced And Old Recommended Programs

Discipline	Old Minimum Requirements (21 credits)	Advanced * (22 credits)	Old Recommended (24 credits)
Total Elective Credits	Seven credits selected from the list of State Board of Education approved courses, Grades 9-12. See Subchapter D of Chapter 75 (relating to Essential Elements Grades 9-12).	Three credits elected from the list of States Board of Education approved courses, Grades 9-12. See Subchapter D of Chapter 75 (relating to Essential Elements Grades 9-12). When necessary and justified, the commissioner of education may authorize a substitution in the requirements for the advanced high school program under conditions specified in 75.152(c) (15).	One elective credit in Option I No elective credit in Option II Three elective credits in Option III
TOTAL credits	21	22	24

* **ADVANCED HIGH SCHOOL HONORS PROGRAM** Five of the 22 credits in this program must be designated by the board of trustees as honors courses and must provide for modification of the courses by accelerating and providing greater depth and expanding the courses and their essential elements.

- ISDs may set higher standards

Comparison Of Texas State Graduation Requirements

Old Recommended And New Recommended Programs

Discipline	Old Recommended (24 credits)	New Recommended (24 credits)
English Language Arts	English Proficiency: English I, II, III, IV or a passing score on an appropriate end-of-course assessment. (Equivalent of four credits.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	Four credits consisting of English I, II, III, IV. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Mathematics	Mathematics Proficiency: Algebra I, Geometry, Algebra II or a passing score on an appropriate end-of- course assessment. (Equivalent of three credits.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	Three credits must consist of Algebra I, Algebra II, and Geometry. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute
Science	Science Proficiency: Three credits selected from * Physical Science * Biology I and II * Chemistry I and II * Physics I and II * Science III and IV or a passing score on an appropriate end- of-course assessment. No more than two credits can be taken from any combination of Physical Sci- ence, Science III and IV, and Biology I. Advanced Placement (AP), Inter- national Baccalaureate (IB), or college courses may substitute.	Three credits selected from * Physical Science * Biology I and II * Chemistry I and II * Physics I and II * Science III and IV No more than two credits can be taken from any combination of Physical Science, Science III and IV, and Biology I. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Social Studies	Social Studies Proficiency: U.S. History (1 credit), World History Studies (1 credit), World Geography Studies (1 credit), U.S. Government (1/2 credit), Economics (1/2 credit). (Equivalent of four credits.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	Three and one-half credits consisting of World History Studies (1 credit), World Geography studies (1 credit), U.S. History (1 credit), U.S. Government (1/2 credit). Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Science/Social Studies Elective	Not applicable.	Not applicable.
Economics with emphasis on the free enterprise system	(Combined with Social Studies requirement.)	One-half credit

• ISDs may set higher standards

A maximum of two of the four credits of English required for graduation may be English as a Second Language (ESL). Credit earned in ESL that is not counted toward the graduation requirement in English may be counted as elective credit in meeting state graduation requirements (For recent immigrants).

Comparison Of Texas State Graduation Requirements

Old Recommended And New Recommended Programs

Discipline	Old Recommended (24 credits)	New Recommended (24 credits)
Languages Other Than English	Second Language Proficiency: Three credits in the same language or a passing score on a second language proficiency assessment. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	Two credits in the same language.
Physical Education	Physical Education Proficiency: (Equivalent of one and one-half credits) or a passing score on an appropriate end-of-course assessment.	One and one-half credits to include one-half credit in Foundations of Personal Fitness.
Health Education	Health Proficiency: (Equivalent of one-half credit) or a passing score on an appropriate end-of- course assessment.	One-half credit
Technology Applications	One credit selected from Computer Science I or II, Business Computer Applications I or II, Business Computer Programming I or II, Computer Applications, Microcomputer Applications, Business Information Pro- cessing, Computer Mathematics, or Industrial Technology Computer Applications. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	One credit selected from Computer Science I or II, Business Computer Applications I or II, Business Computer Programming I or II, Computer Applications, Microcomputer Applications, Business Information Pro- cessing, Computer Mathematics, or Industrial Technology Computer Applications. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Fine Arts	Fine Arts Proficiency: One credit in fine arts or a passing score on an appropriate end-of-course assessment. (Speech may not substitute.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	One Credit (Speech may not substitute.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Speech	None.	One-half credit selected from Introduction to Speech Communication, Public Speaking, Debate, or Oral Interpretation.
Program Credits Excluding Electives	21	20 1/2
Additional Components	Three credits in Option I. Three credits in Option II. Three credits in Option III.	Three and one-half credits ** Reference to in Option I. page 68 Three and one-half credits in Option II. Three and one-half credits in Option III.
Total Program and Elective Credits	24	24

Comparison Of Texas State Graduation Requirements

Old Distinguished Achievement Programs / New Distinguished Achievement Programs

Discipline	Old Dist. Ach. Prog. (24 credits)	New Dist. Ach. Prog. (24 credits)
English Language Arts	English Proficiency: English I, II, III, IV or a passing score on an appropriate end-of-course assessment. (Equivalent of four credits.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	Four credits consisting of English I, II, III, IV. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Mathematics	Mathematics Proficiency: Algebra I, Geometry, Algebra II or a passing score on an appropriate end-of- course assessment. (Equivalent of three credits.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	Three credits must consist of Algebra I, Algebra II, and Geometry.
Science	Science Proficiency: Three credits selected from • Physical Science • Biology I and II • Chemistry I and II • Physics I and II • Science III and IV or a passing score on an appropriate end-of- course assessment. No more than two credits can be taken from any combinations of Physical Sci- ence, Science III and IV, and Biology I. Advance Placement (AP), International Baccalaureate (IB), or college courses may substitute.	Three credits selected from • Physical Science • Biology I and II • Chemistry I and II • Physics I and II • Science III and IV No more than two credits can be taken from any combination of Physical Sci- ence, Science III and IV, and Biology I. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Social Studies	Social Studies Proficiency: U.S. History (1 credit), World History Studies (1 credit), World Geography Studies (1 credit), U.S. Government (1/2 credit), Economics (1/2 credit). Equivalent of four credits. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	Three and one-half credits consisting of World History Studies (1 credit), World Geography Studies (1 credit), U.S. History (1 credit) U.S. Government (1/2 credit). Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Science / Social Studies Elective	No applicable.	Not applicable.
Economics with emphasis on the free enterprise system	(Combined with Social Studies requirement.)	One-half credit

• ISDs may set higher standards

A maximum of two of the four credits of English required for graduation may be English as a Second Language (ESL). Credit earned in ESL that is not counted toward the graduation requirement in English may be counted as elective credit in meeting state graduation requirements (For recent immigrants).

Comparison Of Texas State Graduation Requirements

Old Distinguished Achievement Programs / New Distinguished Achievement Programs

Discipline	Old Dist. Ach. Prog. (24 credits)	New Dist. Ach. Prog. (24 credits)
Languages Other Than English	Second Language Proficiency: Three credits in the same language or a passing score on a second language proficiency assessment. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	Three credits in the same language. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Physical Education	Physical Education Proficiency: (Equivalent of one and one-half credits) or a passing score on an appropriate end-of-course assessment.	One and one-half credits to include one-half credit in Foundations of Personal Fitness.
Health Education	Health Proficiency: (Equivalent of one-half credit) or a passing score on an appropriate end-of-course assessment.	One-half credit
Technology Applications	One credit selected from Computer Science I or II, Business Computer Applications I or II, Business Computer Programming I or II, Computer Applications, Microcomputer Applications, Business Information Processing, Computer Mathematics, or Industrial Technology Computer Applications. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	One credit selected from Computer Science I or II, Business Computer Applications I or II, Business Computer Programming I or II, Computer Applications, Microcomputer Applications, Business Information Processing, Computer Mathematics, or Industrial Technology Computer Applications. Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Fine Arts	Fine Arts Proficiency: One credit in fine arts or a passing score on an appropriate end-of-course assessment. (Speech may not substitute.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.	One credit (Speech may not substitute.) Advanced Placement (AP), International Baccalaureate (IB), or college courses may substitute.
Speech	None.	One-half credit selected from Introduction to Speech Communication, Public Speaking, Debate, or Oral Interpretation.
Program Credits Excluding Electives	21	21 1/2
Additional Components	Three credits in Option I. Three credits in Option II. Three credits in Option III.	Two and one-half credits * <i>Reference next page</i> in Option I. Two and one-half credits in Option II. Two and one-half credits in Option III.
Total Program and Elective Credits	24	24

- ISDs may set higher standards

Option Plan

*Make reference to **

Option I: Mathematics, Science, Elective. The student must demonstrate proficiency in the following:

Mathematics - one credit. The credit must consist of: Precalculus (one credit); or Trigonometry (one-half credit) and either Elementary Analysis (one-half credit) or Analytic Geometry (one-half credit).

Science - one credit. The credit must be selected from Biology I or II, Chemistry I or II, Physics I or II, or Science III or IV. A student may not take more than two credits from any combinations of Physical Science, Science III and IV, and Biology I.

Elective - one-half credit.

Option II: Career and Technology. The student must demonstrate proficiency equivalent to two and one-half credits in a coherent sequence of courses for career and technology preparation. To be included in the recommended high school program, a technology preparation program approved by the Texas Education Agency (TEA) must meet recommended high school program criteria in English language arts, mathematics, science, social studies, languages other than English, health, fine arts, and technology applications.

Option III: Specialization. The student must demonstrate proficiency equivalent to two and one-half credits in a specialization consisting of state-approved, college-preparatory courses from language arts (including speech and journalism), science, social studies, mathematics, languages other than English, fine arts, or computer science.

*** The New Recommended Plan requires an additional credit on each of the above options.*

Distinguished Achievement Program Measures

Purpose of the Distinguished Achievement Program	The Distinguished Achievement Program recognizes students who demonstrate levels of performance equivalent to college students or work done by professionals in the arts, science, business, industry, or in community service.
Standards for Approval of Requirements	• Advanced measures focus on demonstrated student performance at the college or professional level. • Student performance is assessed through an external review process.
Requirements of the Distinguished Achievement Program	Students must complete the requirements found in 19 TAC 174.13 and receive any combination of four of the following advanced measures (examples: two AP examinations, one college course, one research project; four AP examinations). Advanced measures include: ☐ Original research / project: • judged by a panel of professionals in the field that is the focus of the project; or • conducted under the direction of mentor(s) and reported to an appropriate audience; ☐ Test data: • a score of three or above on The College Board Advanced Placement examination; • a score of four or above on the International Baccalaureate examination; • a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student; ☐ College courses: • a grade of 3.0 or higher on courses that count for college credit, including tech prep programs; ☐ License: • a license awarded by a professional board or association. (This item may count for only one advanced measure, regardless of the number of licenses received.)

Credit Options

Credit Options

Introduction

This component will address the different credit options available to students. Other than gaining credit through regular classes during the school year, migrant students need other avenues to earn credit. Migrant students have a variety of ways and many programs that may help them gain credit. Counselors need to be aware of these programs and avenues that will enhance the students earning of academic credits toward graduation.

• Basic Requirements

- Award of Credit, Grades 9-12 (74.26)

A course may be considered completed and credit awarded when the student has demonstrated achievement by meeting the standard requirements of the course, **regardless of the time the student has been enrolled in the course.**

- Minimum Attendance for Class Credit (25.09)

- (a) Except as provided by this section, a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered.
- (b) The board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit by students who are in attendance fewer than the number of days required under Subsection (a). Classroom teachers shall comprise a majority of the membership of the committee. A committee may give class credit to a student because of extenuating circumstances. Each board of trustees shall establish guidelines to determine what constitutes extenuating circumstances and shall adopt policies establishing alternative ways for students to make up work or regain credit lost because of absences. A certified public school employee may not be assigned additional instructional duties as a result of this section outside of the regular workday unless the employee is compensated for the duties at a reasonable rate of pay.
- (c) A member of an attendance committee is not personally liable for any act or omission arising out of duties as a member of an attendance committee.
- (d) If a student is denied credit for a class by an attendance committee, the student may appeal the decision to the board of trustees. The decision of the board may be appealed by trial de novo to the district court of the county in which the school district's central administration office is located.

Credit by Examination

(a) General Provisions.

- (1) A school district must provide at least three days between January 1 and June 30 and three days between July and December 31 annually when examination for acceleration required under Texas Education code, §28.023, shall be administered in Grade 1 through Grade 12. The days do not need to be consecutive but must be designed to meet the needs of all students. The dates must be publicized in the community.
- (2) A school district shall not charge for an exam for acceleration. If a parent requests an alternative examination, districts may administer and recognize results of a test purchased by the parent or student from Texas Tech University or The University of Texas at Austin.
- (3) A school district must have the approval of the district board of trustees to develop its own tests or to purchase examinations that thoroughly test the essential knowledge and skills in the applicable grade level or subject area.
- (4) A school district may allow a student to accelerate at a time other than one required in paragraph (1) of this subsection by developing a cost-free option approved by the district board of trustees that allow students to demonstrate academic achievement or proficiency in a subject or grade level.

(b) Assessment for acceleration in kindergarten through Grade 5.

- (1) A school district must develop procedures for kindergarten acceleration that are approved by the district board of trustees.
- (2) A student in any of Grades 1-5 must be accelerated one grade if he or she meets the following requirements:
 - (A) The student scores 90 percent on a criterion-referenced test for the grade level he or she wants to skip in each of the following areas: language arts, mathematics, science, and social studies;
 - (B) A school district representative records that the student be accelerated; and
 - (C) The student's parent or guardian gives written approval for the acceleration.

(c) Assessment for course credit in Grades 6-12.

- (1) A student in any of Grades 6-12 must be given credit for an academic subject in which he or she has had no prior instruction if the student scores 90 percent on a criterion-referenced test for the applicable course.
- (2) If a student is given credit in a subject on the basis of an examination, the school district must enter the examination score on the student's transcript.

Adopted by the State Board of Education - July 12 1996 Statutory authority: Texas Education Code, §28.023

- **Optional Programs To Obtain Credit**

- **University of Texas At Austin / Migrant Student Program**

The Migrant Student Program at the University of Texas (UT) at Austin focuses on graduation enhancement by providing courses that fulfill the graduation requirements of Texas. Students earn credit by working on courses at their own pace in any location. All courses, approved by the Texas Education Agency, fulfill Texas curriculum requirements. The courses have been used in Texas and in many states that receive Texas students.

Courses developed through the UT Migrant Student Program provide enriched content in an accessible form designed for students who can benefit from a lower reading level and more attention to background skills. The courses are designed to meet the needs of such students by breaking content into short units; building vocabulary through reinforcement and exercises; making lessons interactive; using graphics to reinforce concepts and structure; and teaching study skills.

A limited number of scholarships are available for migrant students who have been retained one or more times, failed one or more sections of the TAAS, or have credit deficiencies. For other certified migrant students, the fee is \$125 per course. This fee includes a study guide, textbook, and parent materials. There is no cost to participating students for phone calls or postage, since a toll free telephone number and postage paid envelopes are provided. Migrant students may also enroll in regular Independent Learning courses for \$100 per course (textbook not included in fee). All migrant students should use the UT Migrant Student Program enrollment application, regardless of whether the course is a migrant course or a regular Independent Learning course.

Study guides may be purchased separately at \$15 for migrant courses and \$10 for regular Independent Learning Courses. Texas residents should add 8.25 percent tax to the price of study guides purchased without enrollment in a course. Textbooks for migrant students who enroll in Independent Learning courses must be purchased separately.

For more information about these services or for enrollment assistance, contact:

UT Migrant Student Program	(512) 471-7716
EIMC: Independent Learning	1-800-444-1905 (national)
P.O. Box 7700	Fax: (512) 471-7853
Austin, TX 78713-7700	Email: ECRT@utxdp.dp.utexas.edu

The next few pages will list and describe the courses available through the UT Migrant Program.

UT / Migrant Student Program Course Listing

Economics

ECOM. Economics

9 lessons, final exam.

Covers various aspects of the U.S. economics system, with emphasis on the free enterprise system. Also covers international economics, consumer concerns, borrowing and lending, and income tax.

Course fee: \$125.

Text: Watson, Economics, McDougal, Littell & Co., 1988.

English Language Arts

RDG IMPAM. Eighth Grade Reading Improvement, First Semester

6 lessons, final exam.

Each lesson integrates reading, writing, and communication skills through emphasis on vocabulary techniques, study skills, journal writing, and test taking skills. Students will have the opportunity to practice oral and written skills through communication with instructor via audio tapes and written essays and journals. Reading skills receive the main focus through use of a skills handbook, a novel, and a collection of supplemental readings. All readings used in this course reflect a culturally diverse group of texts.

Text: (skills book, novel, packet of supplemental readings/titles not available.) (Open Spring 1997. Call before enrolling.)

RDG IMPBM. Eighth Grade Reading Improvement, Second Semester

6 lessons, final exam.

Continuation of the first semester of Eighth Grade Reading Improvement. Emphasis is on improving reading skills through interaction with varied texts and vocabulary. Students will have the opportunity to practice oral and written skills through communication with instructor via audiotapes and written essays and journals. Reading materials are multicultural in nature.

Text: (skills book, novel, packet of supplemental readings/titles not available.) (Open Spring 1997. Call before enrolling.)

ENG IAM. English I, First Semester

9 lessons, final exam.

Various forms of literature are studied, with emphasis on developing writing, reading, and analytical skills. Also emphasizes development of grammar skills through exercises. Incorporates grammar activities with writing assignments. Introduces literary concepts and terms, and encourages students to build communication skills. Each lesson contains a substantial writing component. Reading selections include modern and classical fiction and nonfiction emphasizing cultural diversity.

Course fee: \$125.

Text: Beatty et. Al. Literature & Language (Orange Level), McDougal, Littell & Co., 1992.

ENG IBM. English I, Second Semester

9 lessons, final exam.

Continuation of English I; integrates classical and modern literature with the study of writing, reading and communication skills. Lessons include sections devoted to analysis, grammar, and vocabulary development. Writing process stressed with focus on grammar skills. Reading selections reflect diverse cultures.

Course fee: \$125.

Text: Beatty et. Al., Literature & Language (Orange Level), McDougal, Littell & Co., 1992.

ENG 2AM. English 2, First Semester

9 lessons, final exam.

Integrates the study of literature with reading, writing, and communication skills. Covers literary concepts, classifications, and terms, and reinforces strategies for reading literature. Each lesson contains a writing, language usage, and/or grammar learning opportunity. Writing process stressed. Literature assigned is multicultural.

Course fee: \$125.

Text: Saifer et. Al., Adventures in Appreciation, Pegasus Edition, Harcourt Brace Jovanovich, 1989.

ENG 2BM. English 2, Second Semester

9 lessons, final exam.

Continuation of English 2; study of literature integrated with reading, writing, and communication skills.

Course fee: \$125.

Text: Saifer et al., Adventures in Appreciation, Pegasus Edition, Harcourt Brace Jovanovich, 1989.

ENG 3AM. English 3, First Semester

9 lessons, final exam.

Integrates the study of American literature with reading, writing, and communication skills. Colonial period through nineteenth century, including a novel by Henry James. Writing process stressed.

Course fee: \$125.

Text: Hodgins et al., Adventures in American Literature, Pegasus Edition, Harcourt Brae Jovanovich, 1989.

ENG 3BM. English 3, Second Semester

9 lessons, final exam.

Continuation of English 3. Integrates study of modern American literature from 1920s to the present with writing skills, literary terms and concepts, and communication skills. Emphasis on writing component. Reading selection include fiction, nonfiction, and drama with an emphasis on diverse cultures.

Course fee: \$125.

Text: Hodgins et. Al., Adventures in American Literature, Pegasus Edition, Harcourt Brace Jovanovich, 1989.

ENG 4AM. English 4, First Semester

9 lessons, final exam.

A survey course of British literature from the Anglo Saxon period through the nineteenth century, including an intensive study of Macbeth. Lessons stress reading for understanding and analysis, and writing/composition skills, with attention to the writing process. Also integrated into the lessons are exercises for vocabulary development and grammar review. One audiotape is included.

Course fee: \$125.

Text: Goheen, Literature and Language, English and World Literature, (Purple Level), McDougal, Littell, 1992.

ENG 4BM. English 4, Second Semester

8 lessons, final exam.

The first half of the course surveys twentieth century British literature, and the second half surveys works from African and Hispanic writers. Like 4A, this course stresses reading skills and vocabulary, but it places even greater emphasis on writing. Students prepare a research paper and keep a journal. One audiotape is included.

Course fee: \$125.

Text: Goheen, Literature and Language, English and World Literature (Purple Level), McDougal, Littell, 1992.

Health & Physical Education

HEDM. Health Education **9 lessons, final exam.**

Covers health and wellness; mental health and stress management; body systems and diseases; nutrition and diet; human sexuality; substance use and abuse; consumer health; environmental and public health; and safety, first aid, and CPR. Note: This course includes explicit information and birth control and sexuality transmitted diseases (STDs).

Course fee: \$125.

Text: Greenberg and Gold, Holt Health, Holt, Rinehart and Winston, 1994.

Home Economics

IFLM. Individual and Family Life

9 lessons, 1 supervised occupational activity, final exam.

Covers changing family roles and functions; family life patterns, adult development; dating and marriage; financial management; jobs and career; planning for parenthood; crisis management; and aging, death, and dying.

Course fee: \$125.

Text: No textbook.

Mathematics

ALG IAM. Algebra I, First Semester

6 content lessons, 2 review lessons, final exam.

Includes uses of algebra, operations with real numbers, solving equations, relations and functions, lines (slopes and equations), and systems of sentences.

Course fee: \$125.

Text: Coxford and Payne, Algebra I, Harcourt Brace Jovanovich, 1990.

ALG IBM. Algebra I, Second Semester

7 content lessons, 2 review lessons, final exam.

Inequalities, exponents and polynomials, factoring polynomials, rational expressions, roots of numbers, and quadratic functions and equations.

Course fee: \$125.

Text: Coxford and Payne, HBJ Algebra I, 2nd ed., Harcourt Brace Jovanovich, 1990.

Algebra Across the Wire

This program is designed to meet the algebra needs of Texas migrant students. Classes are tailored to individual sites, with several sections available each summer. Four, six, and eightweek sessions are offered, with both daytime and evening classes as options. The Algebra Across the Wire program was piloted in the summer of 1992, with a final class average of 88 percent. During the summer of 1993, four sections of Algebra IA were

offered; the overall class average for all four sections was 91 percent. Students are provided with lesson plans, work sheets, and handouts designed by the instructor(s), and they "meet" with their teacher four or five days a week, depending upon the number of weeks the course is offered at their location. As with other Tele Learning courses, primary instruction is delivered via the audioconference format.

GEO AM. Geometry, First Semester **10 lessons, final exam.**

Presents most of the classical topics of solid geometry (especially those emphasizing space perception). Offers the logical development of the subject from undefined terms, postulates, and definitions.

Prerequisites: Algebra I.

Course fee: \$125.

Text: Jurgenson, et. Al., Geometry, Houghton Mifflin, 1990.

GEO BM. Geometry, Second Semester **10 lessons, final exam.**

Continuation of Geometry, First Semester. See course description above.

Prerequisite: Algebra I.

Course fee: \$125.

Text: Jurgenson, et. al., Geometry, Houghton Mifflin, 1990.

Social Studies

US GOVTM: U.S. Government

9 lessons, final exam.

Covers the origins of government; government in the U.S. colonies; development of the Constitution; the legislative branches of local, state, and federal government; the executive branch; the judicial branch; political parties; comparative government of Britain and the former Soviet Union.

Course fee: \$125.

Text: Feagin, Our United States Government, Educational Design, Inc., 1990.

US HIS AM: U.S. History, First Semester

7 content lessons, 2 review lesson, final exam.

Briefly reviews U.S. history before the Civil War, then covers Reconstruction, economic growth, changes and reform, American expansion, the Progressive Era, and World War I.

Course fee: \$125.

Text: Berkin and Wood, Land of Promise: A History of the United States from 1865, Vol. 2, Scott, Foresman, 1986.

US HIS BM: U.S. History, Second Semester

8 content lessons, 2 review lessons, final exam.

Begins after World War I and covers prosperity and the Jazz Age, the Great Depression, the New Deal, the second New Deal, World War II, the Truman and Eisenhower administrations, and the New Frontier and Great Society eras and concludes with the Nixon, Carter, and Reagan administrations.

Course fee: \$125.

Text: Berkin and Wood, Land of Promise: A History of the United States from 1865, Vol. 2, Scott, Foresman, 1986.

W GRG AM: World Geography Studies, First Semester

6 content lessons, 2 review lessons, final exam.

Begins with basic overview of geographic terms, concepts, and tools; then looks at basic features of the earth. Covers the land, climate, history, government, culture, economy, technology, population, and special problems of the U.S. and Canada Latin America and the Caribbean, Western Europe, and Eastern Europe and the former Soviet Union.

Course fee: \$125.

Text: Boehm and Swanson, World Geography, Glencoe, 1989.

W GRG BM: World Geography Studies, Second Semester

6 content lessons, 2 review lessons, final exam.

Covers the land, climate, history, government, culture, economy, technology, population, and special problems of North Africa and the Middle East; Africa south of the Sahara; India and South Asia; China and East Asia; Southeast Asia; and Antarctica, Australia, and Oceania.

Course fee: \$125.

Text: Boehm and Swanson, World Geography, Glencoe, 1989.

- **Summer School/Night School** - Many school districts offer summer school to give students the opportunity to gain credit for classes failed or to earn credit for additional classes a student may want to enroll in. In some schools students have to pay for summer school, many other districts offer remediation coursework for credit free-of-charge.

Many states where migrant students work also offer night school. Here, students may have a chance to complete any course(s) or enroll in courses they lack. These migrant schools usually have programs that offer the core area subjects.

- **Credit-by-Exam Program** - Students take a supervised exam and return it to UT or Texas Tech for grading. Students must score 70 or higher to receive credit. UT or Texas Tech award the credit and issue a transcript.
- **Correspondence Program** - To earn credit in a course through this model, a student has twelve months to complete nine to twelve lessons satisfactorily and pass a final exam with a score of 70 or higher. Correspondence lessons are mailed to UT or Texas Tech for grading and instructor feedback or may be graded on-site by local counselors.
- **Consolidating Partial Credit/On-Site Grading** - When students have partial credit in a course, the lessons in the UT or Texas Tech courses may be used to consolidate credit. To receive this partial credit, the student may be enrolled in a correspondence course or a site may grade lessons and award credit independently.
- **Portable Assisted Study Sequence (PASS)** - PASS is designed to give secondary migrant students the opportunity to work semi-independently on coursework to earn full or partial credits towards high school graduation. It allows high school migrant students to meet graduation requirements by granting credit for the completion of supplemental self-directed learning packages.

The number of courses vary from state to state. All states offer English, social studies, and mathematics. The program exhibits appropriateness, flexibility and credibility.

Most courses are available for purchase from the states of California, Michigan, Washington, and Wisconsin. Phone # (414) 855-2114.

- **Local Credit-by-Exam** - Examinations that assess student mastery of the essential elements for a particular course may be obtained from any source and may be administered by local agencies. Tests or other assessments used to determine essential element mastery are not required to be submitted to the Central Education Agency for approval, but are subject to review by accreditation teams.
- **Advanced Placement Test** - By law, school districts must offer students the opportunity to pass certain courses through Advanced Placement. (The Commissioner of Education will provide all school districts with a list of courses for which Advanced Placement must be offered).
- **American Preparatory Institute (API)** - The API specializes in the development of individualized, competency-based courses. The courses are designed to allow the student to advance at his or her own learning rate.

The API is accredited by the Southern Association of Colleges and Schools, Commission on Secondary Schools. The Texas Education Agency recognizes the API as being accredited, a status which TEA uses for nonpublic schools that are not under its legal jurisdiction. (1-800-792-3348)

- **Credit Retrieval System (CRS)** - The Credit Retrieval System is available on Saturdays for migrant students who have failed a course(s) and need to make up work. Classroom teachers prepare a prescription packet for those students wishing to attend the program. Classroom teachers give the tutorial teachers the packets.
- **Tutorials** - Tutorial programs are set up to accommodate migrant students who need to finish incomplete assignments, as well as to complete assignments that were missed when students were not enrolled in school. Each local school schedules these programs and hires the personnel who will be involved with these tutorials.

In these programs, instruction is offered to migrant students by school district personnel before, during, or after school. Each school district determines what kind of program works for them, the funding for the program, and the time allocation on the instruction provided.

- **Teacher Plan** - The foundation teacher will work with the student in assigning makeup work and the student will be responsible for completing the work by the end of the semester. Upon completion of the work, the student shall be given a grade and shall be consolidated with the rest of the grades.
- **Starting Point Plan** - The teacher may decide to start giving the student grades upon enrollment with no penalty for previous missed grades. A teacher may decide to double up grades.

Teachers must take precaution to assure that students will receive instruction covered during the missed period for future need, such as for the final exam and/or for the TAAS.

- **Packet Plan** - Teacher and/or counselor may have ready made packets categorized according to scope and sequence. These packets will be ready for students to do make-up work for missed assignments. Packets should be ready to easily be divided by weeks. (If a student has missed the first 6 weeks then give the highlights of that six weeks; if 8 weeks, give the 8 weeks, and allow equal turn around time.)
 - These make-up packets may be individual teacher made or made collaboratively by departments.
 - These packets help relieve on-the-spot search for make-up work.
 - Packets for early withdrawal in Spring may also be ready-made for students making up work before they withdraw.

- **Consolidation** - If students attended school elsewhere, get grades via student or counselor and consolidate (average) with work they will do in class. It is important to make an extra effort to inquire of students as to whether they attended any kind of school elsewhere.
- **Migrant Lab** - This plan may be a class within the school hours specifically designed for migrant students to go and work on all make-up work or future work, if withdrawing early. Instruction is via computer curriculum closely facilitated by a certified teacher and teacher aide or tutors.
- **Extended Day** - This plan has an extra hour of instruction either before or after school. This hour will be for migrant students to attend and work on make-up work or future work. Class is closely supervised by a certified teacher, teacher aide and/or tutor. Work is either assigned by individual teacher or class work may already be organized by generic scope and sequence.
- **Saturday Classes/Evening Classes** - Saturday or evening classes dictated by students' needs are made available for migrant students to either make up work or receive credit on a specific course offered via teacher instruction, computer curriculum, correspondence courses, or self-paced curriculum.
- **Contracts** - Teacher-student contracts are individually done by the teacher and student. The teacher may judge student's make up work by giving the student an informal assessment. The important thing is not the quantity of work done, but rather the mastering of content. (See §75.169 Award of Credit, Grades 912.)
- **Project SMART** - Project SMART, the national distance learning project implemented in the summer of 1993, involved a ten-state effort to provide televised instruction delivered via live, interactive satellite technology. The opportunity for Texas migrant students to obtain school credit has been enhanced by this unique distance learning program. Students who migrate to different states that participate in Project SMART (Summer Migrants Access Resources through Technology) can earn credit in Mathematics of Money A (MOM), Informal Geometry A, Algebra IA, Creative Writing (One semester credit may be given for English IV or as an elective), and World Geography A and B.

The students participating in Project SMART may view the lessons at school and participate interactively or they may view the lessons at home.

Project SMART video tapes are also available and can be obtained through your Education Service Center. New course offerings are developed for implementation each summer. Continuity of education is maintained for student participation. Incomplete work can be completed anytime, or upon the student's return to his/her home base school district.

- **Algebra Across the Wire** - The University of Texas at Austin's TeleLearning Center offers "Algebra Across the Wire," a distance learning Algebra I course. This program features live interactive communication among students and teacher using telephone equipment that connects all participants in a manner similar to a typical conference call. The UT TeleLearning Center provides students with Texas Education Agency approved lesson plans, worksheets, and handouts as well as a certified math teacher.
- **Computer-Based Education** - Many schools offer migrant students the opportunity to make up or complete work in computer labs. This helps migrant students successfully earn the credits they may need to graduate, or helps them with their TAAS exam. The following is an example of a computer program used in these labs.
 - **NovaNet** - NovaNet is a program whose subscribers generally establish one or more computer labs, each of which is connected to NovaNet via a single data circuit. It is a self-paced, interactive, and easy to use program. NovaNet's courseware is developed for educators, by educators. The lessons incorporate a range of instructional paradigms that give each student the greatest chance for success while maximizing learning time. Each curriculum is organized into a number of units. Units are composed of diagnostic and prescriptive tests, three to twelve NovaNet lessons and post tests to confirm mastery of unit objectives. Students have a variety of curricula from which to choose.

For more information, call 1-800-598-9853.

Leadership Programs

Leadership Program

Introduction

Leadership programs have always been instrumental in helping migrant students focus on their commitment to further their education. Students who attend these programs are revitalized and enthused in continuing to help themselves personally and to strive to finish high school. Students should have the opportunity to be a part of any one of these programs to help them envision and see the end results of their endeavors.

- **Migrant Student Leadership Conference**

Region One Education Service Center, Migrant Education Program sponsors an annual Migrant Student Leadership Conference. Students from all over the Valley participate in a one or two day conference designed to teach leadership skills and interpersonal skills that will enable and enhance the migrant student's potential. The conference allows students to interact with students from other districts, exchange ideas and learn from the experience of attending a conference.

The conference addresses different themes from year to year that will enhance the migrant student's leadership and academic skills. Previous themes have included: "The Seven Habits of Highly Effective People" and "Multiple Intelligences," among Goal Setting, Decision Making, Conflict Resolution, and Building Self-Esteem sessions. A national speaker has also led the conference in a general session setting.

- **University Outreach**

Texas A & M University and University of Texas

University Outreach encourages migrant students to consider the possibility of a college education. University Outreach counselors help migrant students plan their high school curriculum with the prerequisites necessary for college admission.

Practical counseling is made available to students including a reference library of resources about colleges, universities, and scholarships. The program provides students with encouragement and support.

Criteria to participate in University Outreach, a student must:

- Be enrolled in a participating middle or high school;
- Be an under-represented youth;
- Have grades averaging 85 or higher;
- Have a recommendation of a teacher or counselor and the permission of a parent or guardian;
- Participate in University Outreach meetings and activities;
- Maintain above average grades, and

- Enroll in college preparatory high school curriculum which include:
 - 3 units of math, Alg. 1 or higher;
 - 4 units of English;
 - 3 units of Social Studies;
 - 3 units of Science; and
 - 3 units of Foreign Languages and Fine and Performing Arts electives.

Contact Person:
 Director, Maria Aguilera
 Asst. Director, Elia Gonzales
 504 N. 10th Street #18
 McAllen, Texas 78501
 (210) 686-2161

• Upward Bound

Upward Bound is a federally funded program designed to assist sophomore, junior and senior students develop their potential for success in a post-secondary institution.

An appropriate number of tenth and eleventh grade students from each participating school are selected to participate through high school graduation and 6 hours of college.

- Criteria for selection

A student must be:

- a sophomore, junior or senior
- a potential first generation college student
- economically disadvantaged

- Services

Round-trip transportation service from the area high schools to the university is provided to the participating school districts and the noon meal is provided by the program.

Academic instruction includes Math, Science, English/Writing, Research and Study Skills.

Complementing the high school program, the program's support services include: counseling, tutoring in high school subjects, mini-courses, recreational activities, and field trips.

Students are paid a small stipend for attendance while participating in Upward Bound.

For more information call The University of Texas Pan American Upward Bound Program at (210) 381-2596.

- **Migrant Clubs**

Migrant Clubs are essential to Migrant Programs at the secondary level. Migrant clubs can be instrumental in disseminating information that pertains to migrant students and their families. They can be utilized to address the issues that are of interest to all migrant students such as pesticides, immigration and naturalization, or Social Security, just to mention a few.

The goal and objectives of Migrant Clubs vary, however, these goals and objectives should be academic oriented. Migrant Club members are informed about graduation requirements, college entrance exams and how to study for them. Students are also provided with information about credit requirements, preparation for college entrance exams, and application deadlines.

See your school counselor for information.

- **Ropes**

Ropes is a program designed to bring about behavior change, reduce self-imposed boundaries, and allow students to develop goals through the use of obstacle courses designed for cooperative participation in adventure activities in a safe environment. Students need to rely on each other in order to complete the obstacle course. This type of program is typically utilized for students who are in at-risk situations and in alternative education programs to develop and increase self-confidence, leadership skills and to discover the power of group cooperation.

For more information contact:

Charter Palms Hospital
1421 E. Jackson
McAllen, Texas
1-800-292-2044

Charter Palms Outreach Center
2220 Haine Dr. Suite 31
Harlingen, Texas
(210) 428-4238

- **Migrant Recognition Banquet**

Some districts have an annual Migrant Recognition Banquet where outstanding migrant students are recognized for their efforts and achievements. Traditionally, seniors are invited to attend this annual affair; however, juniors can be included as well.

- **Challenge Masters**

Challenge Masters offers opportunities to learn and participate in the development of life skills through fun, and engaging in cooperative games and initiatives. It promotes creativity, and allows students to explore the self and others through safety and respect.

For more information contact:

Gil Chapa, President, Challenge Masters Inc., Tacoma, Washington
(206) 279-0052 / 1-800-673-0911

- **Life Management Skills**

The Life Management Skills is a strategy which emphasis decision-making through a series of activities and events experienced in a retreat setting under the direction of certified counselors trained in the use of the Life Management Skills Retreat Manual.

Most local school districts have their own certified LMS counselors.

For information, call the Education Service Center.

- **Close Up Program For New Americans**

The Close Up Program for New Americans is an exciting year-round educational program for students who have recently immigrated to the United States. It is a civic education program that enhances understanding of the United States government and citizens roles in a democracy. The program has three components: academic study, educational travel, and community service learning.

For information, call 1-800-336-5479 (8:00 a.m. to 6:00 p.m., Eastern Time, Monday-Friday), and ask for extension 646.

Late Entry and Early Withdrawal Alternatives

Late Entry and Early Withdrawal Alternatives

Introduction

Pursuant to Chapter 75, Subsection 75.169, Award of Credit, "districts shall develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly."

The intent of this component is to provide practitioners with alternatives and options when formulating and adopting credit granting policies. Having access to uniform and consistent policies with regard to students who arrive late and withdraw early during the school year will aid in addressing the specific needs of migrant students who constantly readjust to different educational environments and administrative policies.

Generally, migrant students have a pattern of entering school late and leaving early, thus making it very difficult to complete course requirements and/or credits for graduation.

• Late Entry Alternatives

Migrant students who enroll late should not be penalized for work that they missed. Grades acquired when they first enroll, may be averaged along with the final average and/or the semester exam for the first semester.

- Students enrolling with grades

The receiving district should request grades from the sending district. These grades can then be averaged out to get a semester grade.

- Students enrolling without grades -

Students who transfer without grades, due to a brief enrollment in another district, may begin without penalty from the date of enrollment in the current school district. The students' grades can be averaged from grades accrued after the enrollment date and the final exam.

- Options for Late Enrollees

If the student enrolls after school has already started, the following options may be utilized:

- Classroom Teacher

The regular classroom teacher will assign make-up work missed and the student is held responsible for completing the work by the end of the semester. When the student completes the work the regular classroom teacher is responsible for grading and issuing the grade.

- **Migrant Tutorial**

The student may attend a migrant tutorial classroom to make up work missed.

- **Migrant Personnel**

This option allows the regular classroom teacher to assign the make-up work to the student and the migrant personnel is responsible for making sure that the student completes the work. A student is given the entire semester to complete the work. The make-up work is then turned in to the regular classroom teacher for grading.

- **Credit-by-Exam**

- **Purchased Credit-by-Exam**

This may be purchased from UT Austin or from Texas Tech-Lubbock.

- **Local Credit-by-Exam**

A locally devised exam, (may be the end-of-semester exam) may determine the semester average. Student must demonstrate mastery of 70 percent or better.

- **Auditing Course Work**

In using this option the student may or may not receive credit. The teacher will assume responsibility to determine if the student should receive credit. The criteria used for this decision is the following:

1. Attendance in School;
2. Enthusiasm for completing the make-up work;
3. Completion of work assigned in the classroom;
4. Assessment of the teacher in regards to granting credit to the student.

- **Summer School Programs**

Summer school programs can be utilized to complete coursework not completed during the previous semester, or if the student failed one or both semesters, the student can retake the class and receive credit.

• **Early Withdrawal Alternatives**

School district's withdrawal policies varies from district to district. In most districts, counselors require that students do the following:

1. Inform the school of the forthcoming withdrawal date;
2. Ask counselors for possible options to complete courses;
3. Submit notice of withdrawal two weeks prior to withdrawal date in writing;
4. Notify the school of the city and state and where the student will be attending school.

Option for Early Withdrawal Students

- Credits and Grades

Credits to be granted or denied will be decided by the regular classroom teacher according to the performance of the student in the classroom, attendance record, and the guidelines set by the district. The following options may be made available to the student upon withdrawal:

- Incomplete Grade

The student may get an incomplete if notice is not given within a reasonable time frame, and will be allowed to complete elsewhere or upon return.

- Credit upon Return

The student may be granted credit if the student passes the final exam upon returning to school the following year. (Be sure to give the student a study guide before final exam. This will prevent setup for failure.)

Early Completion

The student may be granted credit if the student completes all the coursework and passes the final exam before leaving the district.

- Transfer to Another District/State

In this option, the student will receive credit only if he/she enrolls in another district/state for the remainder of the semester. The student must bring grades from the receiving state to assure that upon return the student is not registered for a class already taken and passed.

- Migrant Tutorial

The student may attend a migrant tutorial class if one is available. In this tutorial class, the student has to make up the work ahead of time and prepare for the final exam. The exam can be administered by the regular classroom teacher, or by the migrant tutorial staff.

- Counselor

The counselor is the liaison between the regular classroom teacher and the student. The student's grade, at the time of withdrawal, can be used as a final six weeks grade. The student may or may not take the final exam before withdrawing from the district.

- **Suggested Procedures**

- **Late Entry**

- Be the students' advocate. Many times the students need a person to intervene for them with other school personnel. All it takes to change an attitude is for someone to speak positively about the student and many times that person has to be you;
- If you are not directly involved with late registration, research ways that will enable you to be aware of when a migrant student registers;
- Bring the student(s) into your office as soon as possible and introduce yourself and any migrant staff on your campus. Also, explain the services that are available to migrant students in your school;
- Question the student about attendance in any other schools. Did they receive any grades?;
- Be willing to call the schools and request final grades or partial grades.;
- Review the students' academic records. Assess and record any deficiencies. Help the students access the resources available to them in order to clear these deficiencies;
- Ask for a print-out of grades every grading period. Follow up on any incomplete grades. Talk with students and if needed, talk with their teachers about this and try to set up a workable schedule for completing the make-up work;
- Access the Texas Migrant Interstate Program for Student Academic Information at (210) 702-6047 or 1-800-292-7006.

- **Early Withdrawal**

- Arrange for students to begin the withdrawal process at least a week in advance to assure completion of process;
- Contact all families with a history of leaving early in January so plans can be made for their children's early withdrawal;
- Send notices at least 2 weeks in advance to teachers of students who plan to withdraw early so make-up work can be assigned;
- Be the students' advocate. Intervene for them;
- Help those students who will not be able to complete a course. There are many options available through the migrant program to help with this (i.e., PASS, UTCC, Project SMART, etc.);

- Provide copies of all necessary documents that the student may need to enroll in another school (i.e., student academic record, copy of the withdrawal form, immunization record, summer testing information, etc.);
- Utilize the Texas Migrant Student Transfer Packet (the Red Bag);
- Provide the student with phone numbers they can call for assistance (i.e., TMIP 1-800-292-7006, your school's number, your home number, etc.).

Sample Policy

The following is a sample of Late Entry/Early Withdrawal Policy implemented by a district.

AWARD OF CREDIT OR GRADE

Students who, through no fault of their own, are not enrolled for an entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course or a grade for the grading period. Teachers shall take into consideration the students' particular circumstances in determining appropriate opportunities, which shall include, but not be limited to:

1. Testing (advanced placement or mastery test) to verify mastery of essential elements.
2. Early final examinations.
3. Individualized work for students, such as migrant students, who must withdraw early to "work ahead" and ensure exposure to and mastery of essential elements.
4. Tutorial sessions for students who enroll late to "catch up" on essential elements already covered in the class.

ACADEMIC ACHIEVEMENT

One unit of credit is given for each two semester course; one half unit of credit is given for a one semester course.

If the two semester grades of an all year course average 70 or better, full credit is given. If the average is less than 70, the student must repeat only the semester failed. All one semester required courses must be repeated if the grade is below 70. The only exception is physical education, which is one semester course. If two semesters of physical education are taken during the same year, the two semesters may be averaged.

Summer school grades may also be averaged with the previous school year grades for credit. No credit may be given for courses repeated if the previous grade was passing.

AWARD OF CREDIT OR GRADE

Students who, through no fault of their own, are not enrolled for an entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course or a grade for the grading period. Teachers shall take into consideration the students' particular circumstances in determining appropriate opportunities, which shall include, but not be limited to:

1. Testing (advanced placement or mastery tests) to verify mastery of essential elements.
2. Tutorial sessions for students who enroll late to catch up on essential elements already covered in the class.
3. Early final examinations.
4. Individualized work for students, such as migrant students, who must withdraw early to work ahead and ensure exposure to and mastery of essential elements.

A student is responsible to bring records from school previously attended. A student must be enrolled at least 15 days in order to be eligible for a six week grade.

No penalty is to be given for work missed by migrant students.

A student not enrolled the first six weeks of school, but entering before November 1 has the following options:

- a. A contract may be made with the teacher for assigned makeup work. The student will take a make up six week test, and if the semester average is 70 or higher, semester credit is received.
- b. The teacher does not ask for makeup work. The student continues with the class and if the semester average is 70 or higher, semester credit is given. The semester average is computed by adding the second six week grade, the third six week grade, and the semester exam, and then dividing by three.

Students enrolling after November 1 may attend after school classes in math, social studies, English, science, and reading unless there is proof of previous enrollment and grades for the first six week period. If the student attends tutorials regularly, an arrangement between the tutoring teacher and the regular teacher will result in semester credit. If the student does not attend tutorials no semester grade is given.

WITHDRAWALS

A student will not receive semester credit for the second semester if he or she withdraws prior to May 1.

Students withdrawing after May 1 must take a form from the office to a school in the migrant area. This form must be signed and returned (as proof of attendance) to the high school within ten days.

A student planning to withdraw from high school must arrange to have his or her parent(s) phone the attendance office on the day before withdrawal. The morning of withdrawal, the student must go to the office to pick up the necessary withdrawal forms. Clearance must be received from all teachers, the librarian, physical education classes, band, shop class, counselors, and from the office. At the end of the school day, the student must take the withdrawal forms and textbooks to the office for final clearance.

Two days travel time will be allowed to or from home base within Texas. Four days travel time will be allowed to and from home base for out of state travel.

Sample policies/procedures for late entry/early withdrawal.

Many migrant students depart as early as April and return as late as November. With this transitory movement in mind, some school districts have designed a late entry and early withdrawal policy that would meet the needs of their migrant students. School districts without a written policy are encouraged to formulate one. The following is an example of a modified plan.

- A migrant student's grade should begin on the day of official enrollment without penalty. Migrant students entering late may contract with the teacher for make-up work and/or go to tutoring. In order to get credit, migrant students must have a 2nd six weeks grade, 3rd six weeks grade, and semester exam grade.
- Students leaving the district before the cut-off date would need to attend school elsewhere. Grades and attendance would be required by the home base school to determine credits.
- Students leaving the district after the cut-off date would receive withdrawal grades and a letter of verification.
- A school official or employer at the receiving state would sign the letter to verify the student's migration. If it was returned within ten (10) days to the home base school, the migrant student would have his withdrawal grades finalized as semester grades or take semester exams upon returning in the fall.
- Students should not be penalized for late entry and/or early withdrawal if verification is received by the home base school.

Each school district should implement a policy to meet the needs of their migrant students.

• Policy Development

Pursuant to House Bill 75 which states that:

"Districts shall develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of this Subsection." (§75.169 Award of Credit, Grades 9-12).

The migrant withdrawal policy would include the following:

1. Any migrant students leaving after the 5th Six Weeks will be eligible for credit if they take exams and pass when they return in the fall.
2. Migrant students leaving on or after May 1st will be eligible to take early exams if they follow the procedure listed below:

A. Procedures

1. The migrant must inform one of the counselors at least one week in advance of withdrawal.
2. The counselor will inform the teachers of the pending withdrawal of the student during the week prior to the withdrawal.
3. The parents should come to the counselor's office to verify the withdrawal as soon as possible. If not possible, the counselor will contact the parents by phone or have the community aide make a home visit.
4. A form will be completed, documenting that the student has followed proper procedures.

B. Eligibility

1. For migrant students following the above procedures, the teacher will administer the final exam and use the week's average. Friday of each week is designated as test day. Each test should only be one class period in length.

The grades must be turned in to the counselor and recorded on the computer grade sheets at the end of the year. Teacher option: (a) Final exams can include all essential elements for the semester. If so, the teacher should work with that student before or after school or send the student to a tutor. (b) Final exams can cover only material covered up to the time when the student withdraws.

2. If the student fails to follow proper procedures, the teacher must leave in the office review sheets and exams for the student to take when he/she returns in the fall.
3. The student may take a validation letter with him/her when he/she leaves the district. The letter may be signed by a school official or employer before it is returned to the district. This letter is to be mailed back to the district's high school within ten (10) calendar days of withdrawal as proof of migration.

Sample Procedures for Early Migrant Withdrawal

NAME _____ ID.# _____ GRADE _____ D.O.B. _____

PARENT'S NAME _____ ADDRESS _____ PHONE# _____

MIGRANT STATUS _____

1. Date of withdrawal _____

2. Counselor contacted (Date) _____

3. Teachers contacted (Date) _____

4. Schedule:

	Course	Teacher
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

5. Date to administer exams _____

6. Verification of family leaving the area (Date) _____

Reason: _____

Verified by: _____ Phone _____ Home Visit _____ Parents at school _____

Counselors: 9th _____

10th _____

11th & 12th _____

I understand the early exam procedures to be followed in order to be eligible for early exams.
If I do not follow these procedures, I will not be eligible and must take my exams in the fall
within three (3) days of returning to the high school.

Student's Signature

Date

Sample

Date _____

From: Counselor
Subject: Early Withdrawal

To: Teacher _____ Course _____

Your student _____ ID# _____ will be migrating in approximately 5 days. Student will withdraw on _____. A home visit has been made to confirm this early departure. In accordance with our new guidelines on early departures, each teacher can determine the manner by which a student will receive credit for that course. Before making that decision, teachers should consider such things as:

1. Academic Performance
2. Attendance
3. Attitude
4. Behavior

Please indicate which of the following should apply for this student.

_____ I will administer an early final exam (or equivalent exam/assignment) before his/her departure and his/her final second semester grade is _____. (Please record this same grade on the computer grade reporting sheets.)

_____ I want this student to take the final exam. His/her withdrawal grade is _____. (Please fill in the NO GRADE [N/G] bubble on the computer grade reporting sheets.) I will provide a copy of the final exam and answer key to the counselor prior to the end of school.

After indicating the above, please sign the form and return it to the counselor on or before the departure date indicated above. Thank you.

Counselor

Teacher's Signature

**Addressing the Language
and Academic Needs of Language
Minority Students**

Addressing the Language and Academic Needs of Language Minority Students

Introduction

Pursuant to requirements set forth in the Texas Education Code, Chapter 29, Subchapter B., students who are determined to be of limited English proficiency must be provided a full opportunity to participate in a bilingual education or English as a second language program. Furthermore, Chapter 89, Adaptations for Special Populations specifies that instruction, pacing, and materials be modified to ensure that limited English proficient students have a full opportunity to master the essential knowledge and skills of the required curriculum.

"English as a second language programs shall be intensive programs of instruction designed to develop proficiency in the comprehension, speaking, reading, and composition in the English language. The amount of instruction provided in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. The students' level of English proficiency and academic achievement shall be designated by the language proficiency assessment committee. In prekindergarten through the elementary grades, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the regular program for nonlimited English proficient students to total immersion in second language approaches. In Grade 6 or Grades 7-12, instruction in English as a second language may vary from one-third of the instructional day to total immersion in second language approaches. The language proficiency assessment committee, however, may recommend only one period a day based on the individual needs of the student.

English as a second language strategies, which may involve the use of the students' home language, may be provided in any of the courses or electives required for promotion or graduation to assist the limited English proficient students to master the essential knowledge and skills for the required subject(s). The use of English as a second language strategies shall not impede the awarding of credit toward meeting promotion or graduation requirements."

For information see: Texas Education Code, Chapter 29, Subchapter B and Chapter 89 Adaptations for Special Populations Subchapter BB.

• Students of Limited English Proficiency

Generally, students of limited English proficiency in Texas fall into two categories:

- foreign born students for whom English is a second language; and
- native born students who are born in the United States for whom English is the primary, but often limited language, especially when it comes to written communication.

- **Recommended Program Designs**

Whereas Texas requirements deal with English as a second language in general for all limited English proficient students, it is critical that instruction be differentiated in order to meet the unique and distinct needs of each of the subgroups discussed above.

For the foreign born student, English as a second language is one in which the learning of the language; listening, speaking, reading and writing, is the focus of instruction.

For the native born limited English proficient student, who often possesses the oral/social language skills but does not have the academic language needed to succeed in the required curriculum, the focus of instruction must be in improving English literacy across all subject areas.

Suggested Strategies

Second Language Acquisition Strategies/Activities For Foreign Born Students

Beginning Level	Intermediate Level	Advanced
Cooperative Groups Concretes, Manipulatives and Visuals		
• Total Physical Response • Non-verbal role play • Rhymes, chants, songs, games • Hands-on projects • Read Aloud (repetitive, predictable, stories, patterned language) • Choral/echo reading • Pre-recorded stories • Author's chair (pictures) • Flannel board stories • Environmental Labels • Word Banks • Language Experience Approach • Cloze Activities • Think-Pair-Share • Silent Reading	• Activities from Beginning Level and • Role Play (verbal) • Reading, Writing, Reciting Poetry • Group Discussions • Retelling Stories • Process Writing • Dialogue Journals • Quick Writes • Graphic Organizers • Summarizing • Compare/contrast stories and authors	• Activities from Intermediate Level and • Easy Reading and Writing • Evaluating • Predicting Outcomes • Supporting • Analyzing charts and graphs
Students are asked to: • Point • Draw • Match • Select • Circle • State • Choose • Act Out • Label • Name • List	Students are asked to: • Recall • Retell • Define • Describe • Compare • Contrast • Summarize • Restate	Students are asked to: • Analyze • Create • Defend • Debate • Evaluate • Justify • Support • Explain

Compiled by Oralia Rios - La Joya ISD

Development of Academic Language/Academic Competence

Strategies

Teaching Strategies

- Discovery Learning
- Problem-solving
- Cooperative Learning
- Product Generation
- Contextualization
- Interactive
- Hands-on Projects
- Graphic Organizers
(Webs, KWL, maps, number lines)

Learning Strategies

- Selective Attention
- Self-monitoring
- Self-evaluating
- Note-taking
- Summarizing
- Imagery
- Cooperation
- Questioning

Activities

Journal Writing
Quick-Writes
Sponge Activities
Brainstorming
Read Aloud

Choral Reading
Role Playing
Games
Cooperative Learning
Dramatization

Materials for Contextualization

Visuals: pictures, photographs, prints, objects, student work, magazines, maps, globes, chalkboard, drawings, filmstrips, props, models, number lines

Manipulatives/ Experiments: For activities such as measuring, charting, predicting, observing

Dramatization: Use of voice, facial expressions, gestures, movement, music, props

Compiled by Oralia Rios from CALLA by O'Malley and Chamot and other sources

Suggested Second Language Acquisition Strategies for Foreign Born Students

Bell and Burnaby (1984), Holt (1988), Holt and Gaer (1993), and Wrigley and Guth (1992) list techniques that involve beginning level learners as active participants in selecting topics, language, and materials.

1. Build on the experiences and language of learners. Invite them to discuss their experiences and provide activities that will allow them to generate language they have already developed.
2. Use learners as resources. Ask them to share their knowledge and expertise with others in the class.
3. Sequence activities in an order that moves from less challenging to more challenging, such as progressing from listening to speaking, reading, and writing skills. Move from language experience activities to picture word connections to all print exercises.
4. Combine enabling skills (visual discrimination of letters and words, auditory discrimination of sounds and words, spacing between letters and words, letter sound correspondences, blending letters to sound out words, sight vocabulary) with language experience and whole language approaches.
5. Combine lifeskill reading/writing competencies (reading medicine labels, writing notes to the children's teachers, filling out forms) with phonics, word recognition, word order, spacing words in a sentence, reading words in context, and reading comprehension.
6. Use cooperative learning activities that encourage interaction by providing learners with situations in which they must negotiate language with partners or group members to complete a task (See Bell, 1988).
7. Include a variety of techniques to appeal to diverse learning styles. For example, merge holistic reading approaches such as language experience with discrete approaches such as phonics.

Suggested Second Language Acquisition Strategies for Foreign Born Students

An Integrated Approach to Literacy Instruction

The language experience approach (LEA) (which uses learner experiences as lesson content (is a way to introduce multiple activities that appeal to learners' diverse backgrounds and preferred learning styles while offering instruction in language that is both comprehensible and interesting (Taylor, 1992). The following is an example of a modified LEA lesson that could be used with lowlevel learners.

1. A shared experience, such as a field trip, a common situation, or a meaningful picture is a stimulus for class discussion.
2. Learners volunteer sentences about the experience and the teacher writes the sentences on the chalkboard.
3. The teacher reads each sentence aloud, running her finger under words as each is pronounced, verifying that she has written what the student has said.
4. When the story is completed, the teacher reads it aloud.
5. Learners are encouraged to join in a second and third reading of the story.
6. A number of activities can follow at this point:
 - Learners copy the story;
 - Learners underline all the parts they can read;
 - Learners circle specific words (e.g., words that begin with a designated sound, common sight words such as the);
 - Choral cloze: the teacher erases some words, reads the story, and asks learners to supply the missing words;
 - Writing cloze: The teacher types the story, leaving out every fifth word. During the next class the teacher passes out the cloze and asks learners to fill in the missing words;
 - Scrambled sentences: The teacher types the story. During the next class the teacher distributes copies of the story to the class. Each learner cuts the story into strips so that there is one sentence on each strip of paper. Learners scramble the sentences and rearrange them in the proper sequence;
 - Scrambled words: More advanced learners can cut sentences into words, scramble the words, and rearrange them in order.

Suggested Materials for Implementation

Selecting Appropriate Classroom Materials

Using concrete but age appropriate materials with adult learners enhances instruction by providing a context for language and literacy development. A basic kit of materials might consist of the following objects, games, and materials.

1. Realia: clocks, foot items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers, abacus, manual for learning to drive, and classroom objects;
2. Flash cards: pictures, words, and signs;
3. Pictures or photographs: personal, magazine, and others;
4. Tape recorder and cassette tapes, including music for imagery and relaxation;
5. Overhead projector, transparencies, and pens; video player and videos;
6. Pocket chart for numbers, letters, and pictures;
7. Alphabet sets;
8. Camera for language experience stories (to create biographies and autobiographies);
9. Games such as bingo and concentration: commercial or teacher-made;
10. Colored index cards to teach word order in sentences, to show when speakers change in dialogue, to illustrate question/answer format, and to use as cues for a concentration game;
11. Cuisenaire rods to teach word order in sentences, to use as manipulatives in dyad activities, and to teach adjectives;
12. Colored chalk to teach word order, to differentiate between speakers in a dialogue, and to illustrate question and answer format;
13. Poster, butcher, and construction paper;
14. Felt-tipped pens, colored pencils, and crayons;
15. Scissors, glue, and masking tape; and
16. Children's literature: for learning techniques for reading or retelling stories to children (See Smallwood, 1992, for ideas on using children's literature with adults.).

Student Personal Growth

Student Personal Growth

Introduction

A very important and essential part of a good counseling program is student growth. Personally, students need to feel worthy and successful in what they do with their lives. A good self-esteem is the foundation for success! This section is devoted in helping students find this success in life. Several activities have been included that educators may use to aid in developing good and useful everyday skills. There are countless activities and things that educators can do to instill a sense of worth and productivity in students. Included in this section are sample lessons and activities in seven areas of personal growth. These are intended to aid educators in helping students develop good and useful everyday life skills. The seven areas of personal growth include:

- Development of Self-Esteem;
- Development of Communication Skills;
- Goal Setting;
- Coping Skills;
- Decision Making;
- Problem Solving;
- Futuring Skills

Even though sample lessons provide specific activities which assist educators in helping students experience success, just encouraging, talking with, and listening to them, is a very good start in helping them achieve this success.

Development of Self-Esteem - Sample lessons in this area contain activities designed to give students an opportunity to know themselves better and to come to the realization that each person is a unique and special human being.

CRITICISM

LESSON: Developing Self-Esteem

OBJECTIVE: The participants will differentiate criticism of what we do from criticism of who we are.

RESOURCES: Paper and pencils as needed.

ACTIVITY:

1. Introduce the activity by asking for a volunteer to define the word criticism (the act of finding fault, disapproving, or making critical judgment.)
2. Ask students to draw or use symbols about a time when they felt criticized.
3. If a large group, break into 36 and share pictures. Leaders could use the following questions to promote discussion.

DISCUSSION:

1. How did you feel when you had to recall a situation in which you were criticized?
2. Did anyone else have a situation similar to yours?
3. What does it mean to you when you are criticized?
4. What do you tell yourself when you are criticized?

Wrap-Up

Stress that criticism is natural and unavoidable and that it can be used in positive ways. Criticism does not reflect a person's intrinsic worth.

YOU ARE TERRIFIC!

LESSON: Developing Self-Esteem

OBJECTIVE: Learning to accept compliments

RESOURCES: None

ACTIVITY:

1. Ask for a volunteer to define the word, "compliment" (a statement made in admiration or praise). Ask students to brainstorm examples of compliments they have received and write their examples on the chalkboard.
2. Next ask students to describe how they feel about getting compliments (happy, embarrassed, etc.) Also, ask them how they feel and act when they give them.
3. Sit students in a large circle. Ask for a volunteer to sit in the center. Everyone takes a turn in giving that student a compliment. Repeat until all students have a turn sitting in the center of the circle.

DISCUSSION:

1. How did you feel when you were being complimented? Was this any different from being complimented in real life?
2. When you receive a compliment, what do you think this says about you?
3. If you are not comfortable receiving compliments, what can you do about it?
4. How did it feel to give someone a compliment?

Development of Communication Skills - Sample lessons in the area contain activities that help students to exchange thoughts, ideas, and opinions using verbal and non-verbal methods.

FOUR-CORNER CARD

LESSON: Communication

OBJECTIVE: The participants will become aware of the importance of visual communication.

RESOURCES: Colored Index cards (5" x 7")
Pencils

ACTIVITY: Have the participants write their names in the center of the colored index card. In each corner, instruct them that they are to draw a picture that shows something that has had an impact in their life (i.e., sports, hobbies, values, abuse, etc.). Sit group in large circle and have the participants pass their cards around to the left. Everyone views the cards without talking as they are passed around the circle. After all cards are viewed, have participants discuss their symbols.

NOTE: Some participants may share very personal information. It is good to remind the group of the rules of confidentiality.

CRITICISM

- LESSON:** Communication
- OBJECTIVE:** The participants will understand the importance of clear instructions and how asking questions can help clarify these instructions.
- RESOURCES:** (1) Copy of the diagrams
(2) Paper and pencils
- ACTIVITY:** (Part 1) Distribute paper and pencils to each student. The teacher explains to the group that he/she is going to explain to them what they are to draw on their paper. They are not allowed to ask any questions or see the diagram. The teacher then begins to describe the diagram one square at a time, taking particular note of the relationship of each square to another. Remember,
NO QUESTIONS ARE ALLOWED!
When the description is complete, put the described diagram on the board and compare results. Follow with a discussion about how participants felt receiving oral instructions and especially how they felt about not being able to ask questions.
(Part 2) The teacher will again describe the second diagram. Explain to the participants that this time they are to draw what is being described, the diagram, again taking particular note of the relation of each square to the other. Remember, **ANSWER ALL QUESTIONS AND REPEAT IF NECESSARY.**
When the description is complete, draw the diagram on the board for comparisons.
- DISCUSSION:**
1. What are the advantages of two-way communications?
 2. How did you feel being able to ask questions?

Figure 1.

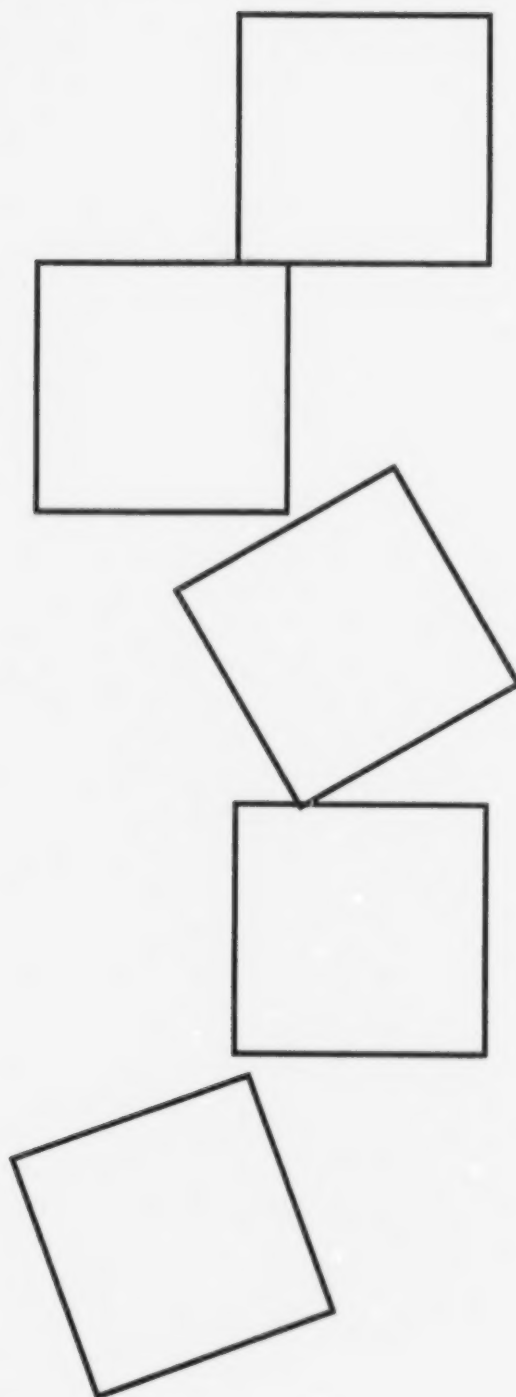
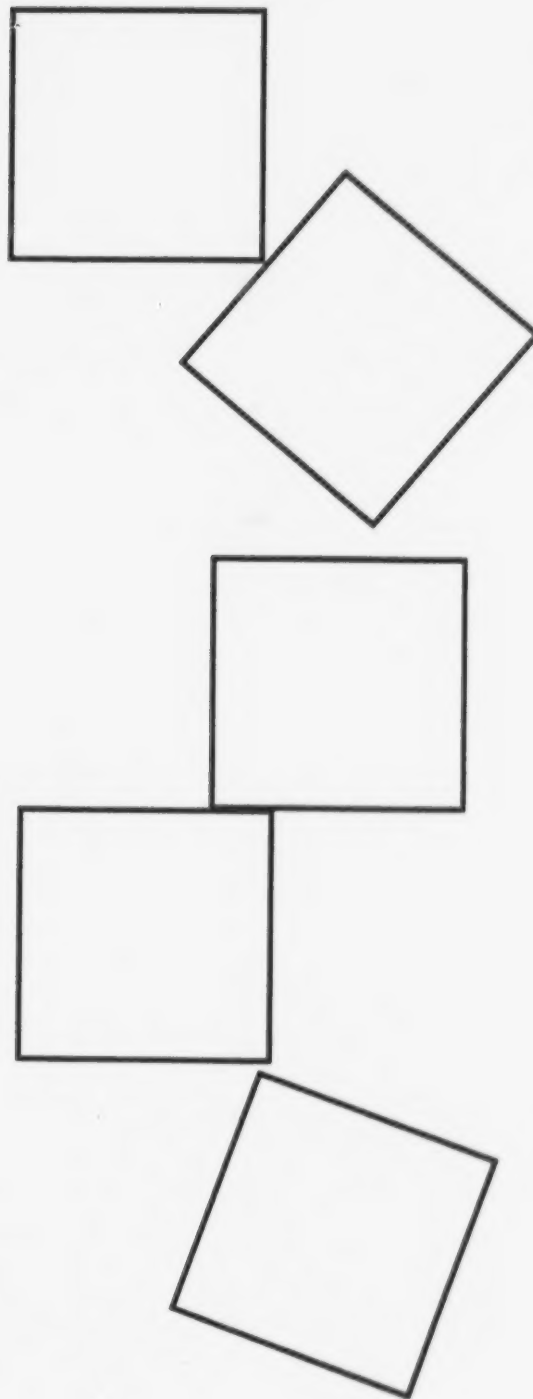


Figure 2.



Goal Setting - Sample lessons in the area include activities intended to enhance the student's understanding of the need for setting goals which give direction to one's life.

HIT THE MARK

LESSON: Goal Setting

OBJECTIVE: The participants will display understanding the importance of setting goals.

RESOURCES: Two velcro target sets, blindfolds

ACTIVITY: Divide the group into 2 smaller groups. Stand the groups in front of the target sets. One group is blindfolded and as the students come up to throw the ball at the target he/she is turned around and around. The student then "attempts" to throw the ball at the target.

The other group is not blindfolded and the target is much easier to hit. The blindfold group then gets a second try at the target, this time without the blindfolds.

DISCUSSION:

1. How did it feel not to know what you were aiming at when you were blindfolded?
2. Do you need to see (or visualize) your target (or goal) in order to hit (or achieve) it?

SETTING GOALS

LESSON: Goal Setting

OBJECTIVE: The participants will learn an effective method of setting goals

RESOURCES: Set your own goals handout

ACTIVITY: Review the objective of the "Hit the Mark" lesson. Pass out the handout and instruct the group to write goals for each section of the handout. After everyone is through, encourage the students to share at least two of their goals.

SETTING GOALS

Direct practice is the most effective method for learning to set and to use goals and objectives.

For each time period listed, write 2 goals that you would like to achieve. As you write, consider whether or not the goal can be measured. That is, will you be able to tell without a doubt if your goal has been reached? As you write your goals, ask yourself "Will I be able to tell when I achieve this?"

Today's Goals

Example: Finish my essay for English.

1. _____

2. _____

This Week's Goals

Example: Work out 3 times.

1. _____

2. _____

This week's Goals

Example: Write for catalogues of five colleges or trade schools.

1. _____

2. _____

"By the Time I'm 25" Goals

Example: Earn a degree in Business Administration.

1. _____

2. _____

Coping Skills - Sample lessons under the area include activities that clarify for students how to state their feelings, ideas and/or opinions with tact and confidence, without purposely violating the rights of others, therefore making life less stressful.

THE EVENING NEWS

LESSON: Coping Skills

OBJECTIVE: The participants will explore alternatives to aggression.

RESOURCES: Newspaper clippings illustrating examples of aggressive behaviors (murder, rape, robbery, spouse or child abuse, etc.)

ACTIVITY:

1. Choose a student to be the recorder of the discussion group. Discuss the meaning of aggression (a forceful action designed to gain dominion). Divide the students into groups of three.
2. Read articles from newspapers and have students discuss the examples of aggressive behavior for each situation.
3. Next have students discuss what feelings people who behave aggressively might have (anger, defeat, discouragement, revenge, etc.). They might talk about what they think motivates people to behave aggressively and what the payoffs for that kind of behavior are.
4. Next, lead students in a discussion of alternatives to aggressive behavior.
5. Come back to large group and share ideas.

Wrap Up

Students will recognize that aggressive behavior can be controlled. Putting these suggestions into action is a first step in overcoming a problem with aggression, if one exists.

HOW DO I HANDLE THIS SITUATION?

LESSON: Coping Skills

OBJECTIVE: The participant will learn assertive behavior skills.

RESOURCES: Assertiveness worksheets (handout); pens or pencils as needed

ACTIVITY: 1. Discuss the following definitions of assertive, aggressive, and passive.

Assertive: Assertiveness is standing up for your rights without violating the rights of others. Assertiveness takes into account the other person's feelings and is not a negative confrontation. Assertiveness is an appropriate expression of one's feelings, beliefs, and opinions. An assertive person has direct eye contact and a confident manner.

Aggressive: Aggressive is stating your position in a dominating, humiliating way. Aggressive doesn't take into account the other person's feelings or rights. It is an attack on the other person.

Passive: Passiveness is being afraid to stand up for your rights or express your opinions. Passive people want to avoid conflict. They keep their feelings bottled up inside but are often very angry because they are allowing themselves to be stepped on by others. Passive people tend to have little eye contact and are shy, unsure of themselves, and indirect.

2. Discuss these definitions and distribute the Assertiveness Worksheet. Students may work individually or with a partner to complete the examples.
3. Share responses and discuss.

DISCUSSION:

1. Which do you tend to be in most situations, assertive, aggressive or passive? Which would you like to be?
2. Which response do you think is most powerful, and why?
3. How can you learn to be more assertive?

Wrap Up:

You might follow this activity with day to day feedback to students on which type of behavior you see them using. Help them see that assertive behavior has the greatest payoffs; aggressive behavior usually results in angry confrontation and passive behavior typically results in bottled up feelings and negative impact on relationships over time.

Decision-making - Sample lesson and activity in this area is intended to help students make choices after weighing the positive and negative consequences.

QUICK LINERS

LESSON: Decision Making

OBJECTIVE: The participants will promote discussion on a thought-provoking level.

RESOURCES: List of "quick liner" statements.

ACTIVITY: Read a "quick liner" statement as a warmup activity to begin a group session or to end one. It promotes discussion on a higher level of thinking that will develop students' ability to think creatively when solving "life" problems.

Examples of "quick liners":

- (1) List as many functions as you can for a wink.
- (2) If you could place only one thing in a house of glass walls to promote privacy, what would it be?
- (3) If you could give taste to something tasteless, what would it be?
- (4) What could you place in a cigar box for someone to see in the year 3000?
- (5) If you were suddenly hospitalized and could meet one person you had never met before, who would it be?
- (6) What kind of ingredients would go into a happy life?
- (7) How could glasses be redesigned to avoid contact with a nose?
- (8) If you had to escort a visitor from outer space for a 30 minute tour of your community, where would your tour begin and end?
- (9) Which is more intelligent, a period or a question mark?
- (10) If you could speak only twelve words for the rest of your life, what words would head your list?

DISCUSSION: Allow students to discuss freely. All answers are acceptable and there are no wrong or right answers. At first, it may be difficult for students to respond to the "quick liners," but as they get accustomed to the format and as their imaginations begin to work freely, the responses will be quick to come and some will be quite surprising!

Problem Solving - Sample lessons and activities in this area include activities that refine the process of arriving at a solution to an identified problem.

PUT IT IN PERSPECTIVE

LESSON: Problem Solving

OBJECTIVE: The participants will develop the ability to put problems in perspective

RESOURCES: Paper and pencils as needed

ACTIVITY: 1. List the following ideas on the chalkboard.

Earthquake
Friend not talking to you.
Being in a car accident
Not getting asked to dance
Taking college entrance tests
Breaking up with your boyfriend/girlfriend
Having someone in your family develop a serious illness

2. Ask students to copy these ideas down and rank order them from most recent to least important. Invite the students to share their ranked items. Discuss similarities and differences.

Next, ask students to think of some problems they have experienced within the past year. These could be any situations that have affected them, such as a problem with illness in the family, something that happened to a best friend, etc. (Stress that these problems will be kept confidential.)

3. After stressing the importance of confidentiality, ask the students to think of some problems they may have experienced within the last year. Share and discuss.

4. After students have identified several problems, have them assign them the following codes:

ST: Short-term problem that was resolved fairly easily;
LT: Long-term problem that wasn't readily resolved;
MIN: Minor in comparison to other problems;
MAJ: Major in comparison to other problems;
SW: Seemed worse at the time than it did later.

DISCUSSION:

1. How many of your problems were short-term as opposed to long term?
2. How many of your problems were minor as opposed to major in comparison to other problems?
3. How many of your problems seemed worse at the time than they did later?
4. What did you learn from coding your problems?

Wrap-Up

Putting problems in perspective is an important task for teenagers because they frequently tend to overreact or act impulsively. The consequences of these impulsive decisions can be very detrimental.

A PROBLEM IN DISGUISE

- LESSON:** Problem Solving
- OBJECTIVE:** To recognize that problem situations can be turned into opportunities for growth.
- RESOURCES:** Photocopies of newspaper articles about people with problems (an AIDS victim making school presentations, people who have committed crimes and are now in rehab and volunteer to help others, etc).
- ACTIVITY:**
1. Introduce the activity by asking students to think about a time when they or someone they know had a problem but later grew personally from having had it. An example might be a divorce situation, in which ultimately the husband or wife ended up much happier and more self-sufficient. Invite students to share examples.
 2. Divide students into small groups and distribute a photocopy of the same newspaper article to each group member. Students are to read the article and then discuss what the problem was, how the person might have grown from having the problem, and what pain and struggle was involved in the process.
 3. Regroup into large group and share responses.
- DISCUSSION:**
1. Have you ever experienced a situation in which you have turned a problem into an opportunity? Can you share with the group?
 2. What do you think you can do to encourage people to turn problems into opportunities?

Wrap Up:

It is important for teens to realize that they don't have to ruin the rest of their lives because of a problem at a given point in time. Recognizing the courage it takes to overcome problems is a step in the right direction. Students also need to realize that they can support and encourage their peers to turn problems into opportunities.

Futuring Skills - the sample lesson in this area includes an activity which will help students understand that what one does today affects what happens tomorrow.

OH, THE PLACES YOU'LL GO

- LESSON:** Futuring
- OBJECTIVE:** The participants will be encouraged to find the success that lies within him/herself.
- RESOURCES:** Book: Oh, the Places You'll Go by Dr. Seuss
- ACTIVITY:** Gather everyone near and read the story. Show the pictures as your read. After the story has been read, have the students give their opinions about it. Turn back to certain pages and ask them to interpret what places in our own lives the author was talking about. Ask how they felt about the story as a whole. This is a story about the ups and downs life presents.

Recovery Programs

Recovery Programs

Introduction

Recovery programs are designed to allow students the opportunity to complete the equivalent of a high school diploma. Some of these programs are within the scope of the regular high school program and some exist in the community. The goals and objectives of these programs are to ensure that the entire youth within the community is given the opportunity to obtain an education.

• GED Program

The GED, General Educational Development program, is an alternative educational option to earn an Equivalency Diploma. GED tests measure important knowledge and skills expected of high school graduates. The five areas tested are: Writing, Social Studies, Science, Mathematics, and interpreting arts and literature.

• Pregnancy Education and Parenting Program (PEP)

- To reduce teenage pregnancy
- To improve attendance
- To reduce the dropout rate
- To strive for academic achievement

PEP is a recovery dropout prevention program designed to educate and graduate teen parents and pregnant teens. It allows the students to attend school by providing day care facilities. The student continues with regular high school curriculum with an emphasis on parenting skills and child development.

Contact: Individual School Districts

• High School Equivalency Program (HEP)

HEP is a dropout recovery program for migrant and seasonal farm worker students. HEP is concerned with the successful achievement of the GED exam and sustained employment or enrollment in training programs (college, military, etc.) HEP provides students with daily instruction in five subject areas (grammar, literature, mathematics, science, and social studies) in a small classroom setting. The academic program is individualized to help each student progress at the student's own pace. Also available to HEP students are university identification cards, textbooks, individual tutoring, stipends, computer labs, transportation expenses (when applicable), ESL instruction and medical services. Room and board is available to students with transportation problems. Supportive services provided by HEP include personal and career counseling, job placement and classes in life management skills. HEP students who cannot attend classes during the day are offered instruction at an evening satellite program tailored to their nighttime schedule. Approximately 200 students participate in the program annually. Funding for this program is provided by the U.S. Dept. of Education.

Other HEP Programs around Texas:

Mr. Richard Trevino
Director
High School Equivalency Program
University of Texas Pan American
1201 West University Drive
Edinburg, Texas 78539
(512) 381-2521

Mr. Jose Rendon
SERJobs for Progress, Inc.
SER South Texas
1019 Convent Street
Laredo, Texas 78040
(512) 724-1844

Mr. Arturo Lazarin
High School Equivalency Program
University of Texas, @ El Paso
University and Hawthorne Streets
Campus Box 29
El Paso, Texas 79968
(915) 747-5567

Mr. Kobla Osayande
University of Houston
High School Equivalency Program
4800 Calhoun, FH 405
Houston, Texas 77004
(713) 749-2193

- **Job Corps**

This helps dropout students obtain their GED and learn a marketable skill. The student will need to stay at a school site.

For more information contact:

Texas Employment Commission
Weslaco, Texas (210) 968-4556
Edinburg, Texas (210) 383-5621
McAllen, Texas (210) 686-6516

- **Out-of-State Exit Level TAAS Testing**

Out-of-State TAAS testing is available in many states during the summer for Sophomores, Juniors, and Seniors. Students are provided with TAAS testing materials. The following states have been identified for possible TAAS testing sites:

CALIFORNIA
COLORADO
FLORIDA
GEORGIA
ILLINOIS
INDIANA
MICHIGAN
MINNESOTA

MISSOURI
MONTANA
NEW YORK
NORTH DAKOTA
OHIO
OREGON
WASHINGTON
WISCONSIN

This is a tentative list of participating states.

Contact: Texas Migrant Interstate Office at 1-800-292-7006.

- **Job Training Partnership Act (JTPA)**

This program may sponsor GED programs in your area. The purpose of this program is to prepare youth to enter into the labor force and to offer job training to the economically disadvantaged youth.

- **Adult Basic Education**

Adult Basic Education is the provision of instructional services to persons generally beyond the age of compulsory school attendance laws, who are not enrolled in school and who function below a 12th grade level of competency.

Volunteer learners are the largest group of participants in organized adult education classes. They are mature men and women who come from different walks of life, and the specific reasons for participating are many: they may want to study something missed in earlier schooling, or improve their basic education skills in order to help their children with school work, acquire new skills or job training, seek better self understanding, or develop new talents and skills.

Educational Resources

Educational Resources

Introduction

Besides the different areas that have been already mentioned to help enhance the graduation of our students, there are many programs, handbooks, videos, and other resources that an educator may use. Resources listed and introduced in this section are just some of the many options that educators may use to help migrant students earn a high school diploma. Although this section is not limited to what an educator may use, we would like to encourage counselors, teachers, and administrators to use such resources that are available in enhancing the graduation rate of our migrant students. Such resources can help migrant students to develop their self-worth and self-esteem and to improve academically.

• TAAS Programs/Materials

This list contains several of the materials which may be used for TAAS enrichment and practice. This is not intended to be all inclusive but rather a sampling of the various support materials available in addressing TAAS needs.

- **The University of Texas at Austin/Independent Learning** - Independent Learning offers both classroom activity sets and individual study guides in mathematics and language arts to help students pass the Exit Level TAAS.

Also offered is the computer-based TAAS Prep for Exit Level Mathematics, which gives students practice questions with feedback for each response. Students can choose among two practice tests, questions based on a TAAS objective, or a random sample of questions. The program gives feedback for responses, and it can also keep records of scores.

For information or to order any of these test preparation materials, contact TAAS Prep Services.

TAAS Prep Services	Telephone
The University of Texas at Austin	(512) 471-7716
EIMC: A Distance Education Center	
P.O. Box 7700	Fax
Austin, Texas 78713-7700	(512) 475-7933

- **The Texas TAAS Coach Series** - is designed to be used as part of the Texas curriculum in Reading, Language Arts, Math, Social Studies, and Science.

TAAS Coach Texts focuses on the same content/skills/strategies that TAAS Tests evaluate. The emphasis is on higher-level thinking skills following approaches endorsed by the educational community. This allows the teacher to present TAAS Strategies step-by-step while providing pupil practice and application, together with Practice TAAS Tests - all in the TAAS format and all addressing TAAS requirements.

For more information on these products, please contact a representative:

Educational Design, Inc. Toll Free: (800) 221-9372
345 Hudson Street
New York, NY 10014-4502 Fax: (212) 675-6922

- **Step Up to the TAAS** - This is available in math, reading, and writing from the second grade level through the exit level. If you are interested in ordering Step Up to the TAAS at other grade levels, contact your local teacher, supply store or contact:

The Teacher's Touch
P.O. Drawer 1328
San Marcos, Texas 78667-1328
(512) 392-4770

- **The TAAS Master and TAAS Quick Review** - This is a comprehensive and exciting series teachers use to prepare students for the Texas Assessment of Academic Skills. The pre-tests, practice pages, teaching strategies and post-tests in the TAAS MASTER books relate directly to the specifications of the TAAS. Answer keys are provided at the end of each section. Your students will find the materials both interesting and motivating.

Use these books for a quick review of the objectives/specifications on the TAAS. The books are organized in sections that allow the teacher to focus on a particular objective that may require more review than other objectives. This is a companion series to our TAAS MASTER books and was developed in response to teacher request.

- **Taming the TAAS** - Killen Management System (KMS), strives to be the knowledgeable K-12 educational software resource. Their representatives throughout Texas attend state and local conferences and call on schools with ready-to-show software. You may obtain demo material and literature from them and visit the preview center in Irving. You may arrange for training services. KMS has a homepage on the Internet at <http://www.kmslearn.com>. The address is:

Killen Management Systems, Inc.
P.O. Box 610925
Dallas, Texas 75261
(214) 251-1071
1-800-580-8595
Fax (214) 251-1271

- **New Century Integrated Instructional System** - The New Century Integrated Instructional System and the TAAS Test Preparation management option provide an instructional system tailored to the needs of Texas educators. This powerful combination makes it possible for teachers to direct the full resources of the New Century IIS toward helping students meet the TAAS test standards. Pinpoint TAAS diagnosis, focused instruction, and ongoing evaluation - *all on-line* - give teachers the tools to individualize TAAS preparation and remediation.

For additional information or to arrange an on-site demonstration, call:

New Century Education Corporation
220 Old New Brunswick Road
Piscataway, NJ 08854
1-800-833-6232

- **Handbooks**

The following list of handbooks may be used as references to help counselors learn about the migrant experience and as guides of valuable information for students, educators, and parents.

(Handbooks 1 through 5 are available through The Texas Migrant Interstate Program, 1-800-292-7006.)

- **Migrant Counselor's Handbook/Junior High Migrant Counselor's Handbook** - These handbooks provide counselors in the state of Texas access to migrant opportunities, general migrant counselor information, and alternatives for secondary migrant students. The handbooks are not intended to be all-inclusive of the programs available, but rather a collection of information to assist the counselor in everyday guidance activities. The counseling needs of migrant students, while similar to those of non-migrants, require a more specifically managed process. The process is required due to the students' constant readjustment to a variety of performance expectations and administrative policies of schools in credit accumulation and transfer.
- **Migrant Parent's Resource Guide to Understanding the Educational System** - The Migrant Parent's Resource Guide to Understanding the Educational System Secondary Level is a compilation of ideas from an array of books, manuals, school documents and migrant practitioners.

The Texas Migrant Interstate Program (TMIP) and the Migrant Education Program at Region One formulated and outlined the contents of this training manual.

The basis of this resource guide is to assist migrant parents to better understand the educational system. It is essential that parents assume a more active and responsible role in the total efforts of maintaining educational continuity of their children. There must be strong commitment from educators, parents, and the community, if educational continuity for migrant students is to exist.

- **You Belong to the "A" Team** - This book, written by Roberto M. Villarreal, reflects the author's life as he was growing up and provides an inspiration for everyone to keep trying to self-improve throughout our lifetime. Self-improvement and the gaining of knowledge should be a life-long process. The message here is that everyone has the opportunity to succeed!

- **Life Management Skills Retreat Manual for At-Risk Students** - Some of the major causes for migrant students dropping out of school are a low self-image as a result of their migratory lifestyle, over-age problems, language difficulties, marriage, pregnancy, substance abuse, and poor academic success. The LIFE MANAGEMENT SKILLS RETREAT MANUAL includes strategies which emphasize decision-making through a series of non-threatening activities and events experienced in a retreat setting under the direction of certified counselors trained in the use of the LMSRM.
- **Texas Migrant Education Program Directory** - The Texas Migrant Education Program Directory was developed in an effort to continue to improve migrant service coordination in Texas and throughout the receiving states. The directory is divided into two sections: The Rio Grande Valley (RGV) Directory and the Migrant Service Coordinator (MSC) Directory.

The RGV Directory has been disseminated annually and provides migrant personnel with the names and addresses of the Region One area schools and their counselors.

The MSC Directory was developed this year as a result of the first Academy of Service Coordination for Migrant Students. It lists schools and names of Migrant Service Coordinators throughout Texas.

- **The Parent's Guide** - The Parent's Guide of STEP/Teen (Systematic Training for Effective Parenting of Teens) is based on its predecessor, STEP, one of the most widely used parent-education programs in the world. Over one million parents have found STEP effective in improving parent-child relationships.

To provide guidance through the often turbulent adolescent years, parents need a practical, down-to-earth philosophy that can help them understand the motivations of their teens. The area of discipline with teenagers is a sensitive, but important one; it requires careful consideration and a lot of follow-through.

The Parent's Guide by Don Dinkmeyer and Gary D. McKay
Library of Congress Catalog Card Number: 82-74394
1983 AGS American Guidance Service, Inc.

- **Educational Programs That Work** - The National Diffusion Network and Sopris West is the twenty-second edition of Educational Programs That Work - the annual National Diffusion Network catalog of exemplary educational programs.

The National Diffusion Network (NDN) is a dynamic organization designed to improve educational opportunities and achievement for all by promoting the transfer of successful programs from their development sites to other educational institutions. It is based upon the belief that effective programs and practices should be disseminated widely so that they can benefit schools across the country.

NDN programs are suited to improve curriculum and instructions, to meet the needs of special student populations, and to foster systemic reforms. The programs address all of the National Goals for Education.

Published and Distributed by:
Sopris West
1140 Boston Avenue
Longmont, Colorado 80501
(303) 651-2829

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National Dissemination Association
4732 North Oracle Road, Suite 217
Tucson, Arizona 85705
(602) 888-2838

National Diffusion Network
555 New Jersey Avenue, N.W.
Washington, D.C. 20208
(202) 219-2134

• Videotapes

The Texas Migrant Interstate Program (TMIP) has a collection of videotapes that are accessible for use by school districts. This collection of tapes deals with the migrants' plight when working in the fields, to the final rewards of success upon attaining a high school diploma or a college degree. Many rewarding experiences are shared in this collection about the migrant students and their families. Also included are videotapes to encourage students in making responsible choices and be successful, as well as videos that describe various migrant programs available to help our migrant students. This list provides only a few of the videotapes that are available at the TMIP office.

For further information, contact the Texas Migrant Interstate Program (TMIP).

Texas Migrant Interstate Program
Drawer Y
Pharr, Texas 78577
1-800-292-7006

TMIP Videocassettes

Videotape Number	Video Name	Format	# on hand
103	Issues and Strategies/At Risk Students	VHS	2
104	Breaking the Cycle	VHS	1
105	The Choice is You	VHS	1
108	Doing Your Best on Tests	VHS	0
110	Farmworkers Contribution to Agriculture	VHS	0
125	Harvest of Hope 20 Years of Migrant Education	VHS	1
146	Migrant Education Choices Not Circumstances SP. & ENG.	VHS	2
148	Migrant Parents Influence on the Education of Their Children	VHS	7
150	Bishop Patrick F. Flores	VHS	1
152	National Hispanic Institute Sul Ross St. University	VHS	1
159	TAAS Test A New Direction for Students	VHS	5
162	We Are Number One	VHS	1
167B	"Exemplary Migrant Students"	Beta	1
172B	Reflections After 15 Years, Fields of Dignity,....	Beta	1
190	Reflection Projections: 20 Years of Migrant Education	VHS	15
191	Second Chance Documentary of Dropout McNeil Learner Rep	3 / 4	1
195	First Annual Migrant Banquet	3 / 4	2
197	LMS Counselor Training Retreat	VHS	1
209	The Road to Quality	VHS	1
227	1991 Exemplary Migrant Student Profiles & Music Video	VHS	2
231	Algebra Across the Wire/UT	VHS	1
232	1992 Exemplary Migrant Student Awards	VHS	2
262	"Catch the Spirit"	VHS	1
264	Project SMART: Aqui Rogelio Channel 4	VHS	1
275	Project SMART Slide Presentation	VHS	2
277	Project SMART '95	VHS	0
280	Celebrate Living	VHS	3
284	Project SMART Promotional/Training Video	VHS	16
285	Reaching Your Goals Through Correspondence Study	VHS	1
287	Connie Podesta (Unedited)	VHS	1

Bibliography/Resources

Bibliography/Resources

Migrant Parent's Resource Guide to Understanding the Educational System, Secondary Level. Texas Migrant Interstate Program

Migrant Counselor's Handbook, Secondary Level by Texas Migrant Interstate Program

The University of Texas at Austin Handbook, Division of Continuing Education, Migrant Program

Life Management Skills Retreat Manual for At-Risk Students, by Texas Migrant Interstate Program

You Belong on the "A" Team.... How To Achieve Success in Life, by Roberto M. Villarreal, 1992

Interstate Secondary Credit Accrual and Acceptance Manual, by Gay Callaway Villarreal, Director VAMOS, 1989

PASS; An Alternative Educational Program Handbook, by The Wisconsin Department of Public Instruction

Secondary Credit Accrual and Exchange Training Module: District Staff Component Guide by Texas Migrant Interstate Program

Resource Guide for Secondary Migrant Educators, National Program for Secondary Credit Exchange and Accrual, 1992

National MSRTS User Manual Educational Record, by Arkansas Department of Education, 1992

The Comprehensive Guidance Program for Texas Public Schools; A Guide for Program Development PreK-12th Grade, 1990

Late Entry/Early Withdrawal Policy Handbook, Texas Migrant Interstate Program, 1989

Summer Migrant Access Resources Through Technology Operational Guide, Distance Learning Migrant Education Program

Program Planner for Migrant Secondary Aged Youth, National Program for Secondary Credit Exchange and Accrual, 1993

Office of Accountability and School Accreditation; Texas Education Agency, Reference Guide, District Effectiveness and Compliance

Standard Application System, Migrant Education Program, Texas Education Agency 1996-97